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ABSTRACT

This handbook contains materials from a guidance project to provide for articulation between vocational instructors and guidance personnel for more effective placement of disadvantaged persons into vocational programs. Contents include two workshops and a series of career planning and vocational strategies. The first workshop addresses the issues of awareness and action planning; the second covers career testing and planning approaches and updating action plans. Both provide information on planning, preparation, agenda, how to facilitate, forms, and workshop evaluation results. Almost 140 pages of the handbook are devoted to descriptions of strategies for change. The majority are one page long. These strategies are categorized into recruitment, career planning, testing and placement, meeting needs of special populations, equity, and student recognition. Each strategy follows this format: title, purpose, brief description, target audience, key people, place or field test, and example, procedure (also possible variations), and/or sample. (YLB)

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ED203049

STRATEGIES FOR VOCATIONAL EDUCATORS AND COUNSELORS WORKING TOGETHER

Compiled and edited by

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for

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NATIONAL INSTITUTE OF EDUCATION

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Funded by a Research and Development grant
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Division of Vocational Education, 1981.

CE029095

CAREER GUIDANCE PROJECT

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THE CAREER GUIDANCE PROJECT

The Career Guidance Project has been in operation in the schools of Pima County since 1971. Each year it has increased in size and in number of programs and services offered. In 1978 the program was awarded National Exemplary status, and became affiliated with the National Diffusion Network to assist other states wishing to adopt similar programs.

The Career Guidance Project has been involved in:

- Training teachers in Career Guidance concepts
- Needs assessments of participating schools
- Development of a centralized Community Resource Center
- Curriculum development and enrichment
- Professional teacher inservice programs
- Improved feeder school articulation
- Counselor workshops
- Sex Equity Assistance
- Special Education services
- Parenting Assistance
- Job skills training for disadvantaged youth

FOREWARD

This packet was developed as a result of a grant written to the State Department of Education, Division of Vocational Education under Research and Development, RFP Goal 22.0. The grant was funded in 1980-81 to the Career Guidance Project.

The goal statement reads:

> To plan, develop and implement a guidance project that will provide for articulation between vocational instructors and guidance personnel to foster a more effective placement of disadvantaged persons into vocational programs.

Three inservice training sessions were outlined in the grant, covering the following components:

Awareness:

> Placement and career planning practices reflecting individual school needs.

Action Planning:

> Strategies for change with a focus on recruitment techniques, career testing and planning approaches.

Building on Success:

> Incorporating new approaches, assessing strategies and revising action plans to accomplish participants' goals.

As the program planning developed to implement the grant, it was decided to hold two workshops rather than three. The first workshop, held on December 11, 1980, addressed the issues of awareness and action planning. The second workshop, held March 13, 1981, covered career testing and planning approaches, and updating action plans.

Participating teachers and counselors represented five county high schools and their feeder junior high schools. Participants also represented three different school districts.

ACKNOWLEDGEMENTS

Many people contributed time and effort to the writing of this handbook. The teachers and counselors who attended the two workshops contributed most of these strategies. Some were things already successful in their schools. Others were developed as a result of the workshops.

Thanks to all the participants listed here:

Shirley Breinig, Home Economics, Amphitheater High School
John Dawson, Electronics, Tucson High School
Lynn Frink, Counselor, Pueblo High School
Walt Galey, Woods, Catalina High School
Ralph Gilkerson, Counselor, Safford Junior High School
Gerald Halfmann, Photography, Tucson High School
Cecilia Hall, Counselor, Tucson High School
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Fran Holt, Distributive Education, Amphitheater High School
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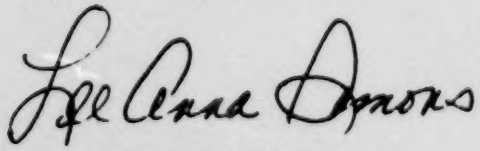
Bill Welch, Welding, Tucson High School
Gordon Whitley, Electronics, Catalina High School
Wanda Wunder, Business, Amphitheater High School

We would also like to thank the secondary staff of the Career Guidance Project for their support and assistance with this goal. Professional staff attended the workshops and assisted in numerous ways throughout the year.

Special thanks to *Ginger Snider*, for her help with the editing of the handbook.

Goal 22 Implementors:



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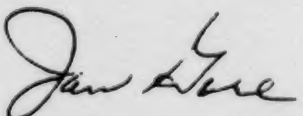

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May 6, 1981

Ms. Jan Gore
Career Guidance Project
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Dear Jan,

The series of workshops for vocational educators and counselors working together was both enlightening and helpful. Although I have been teaching many years, one tends to become rather isolated by the nature of the specialities we teach. Your workshops brought together an impressive number of most interesting people.

I appreciate your providing a forum for the stimulating exchange of ideas that took place during those sessions.

Since I always seem to be short of time, I want to compliment you on the efficient manner in which the material was presented without any waste of time. Your plans were, however, flexible enough to allow for spontaneous input. I also particularly enjoyed hearing the stories of achievement from former vocational students. I recommend that be repeated in future workshops because it was inspiring.

Thank you for the very positive experience.

Sincerely,

Frances Holt
Teacher-Coordinator

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WORKSHOP I

MEETING NEEDS OF SPECIAL POPULATIONS

IMPLEMENTING THE FIRST WORKSHOP

PLANNING:

The agenda was designed to fit the two components stipulated in the grant; awareness and action planning. We also felt it was important to establish the need for the workshop, feeling teachers would be happier to participate if it clearly addressed a need in their own school.

Therefore, we set aside time to brainstorm needs of special populations, and time for teachers and counselors to report vocational enrollment figures. This sharing made it obvious to all that enrollment in some vocational programs was down, and that few students select non-traditional class enrollment.

We also thought it was important to have input from former student graduates. Therefore, we asked graduates of two of the schools represented to share their views of what it was like to be a disadvantaged student. The workshop facilitator interviewed them in an informal manner as part of the workshop program. She asked: a) What was it like for you to be a disadvantaged student? b) What were the good and bad experiences you encountered in high school? and c) If you could give these teachers one piece of advice for dealing with students like yourselves, what would it be? These interviews were the high point of tne workshop.

To add some additional credibility to the whole idea of students having special needs, we included a speaker with expertise in sociology who has done some research with disadvantaged high school students. This research shows that these students do better when given individual attention, and when teacher expectations are high.

During the afternoon session, we asked the schools to share recruitment and other strategies they currently felt were successful. We felt this session would promote new ideas for individual school teams as they met together at the close of the workshop to plan.

IMPLEMENTING THE FIRST WORKSHOP

PREPARATION:

Much time went into the planning of the first workshop. The tasks are listed here.

1) Studied microfiche from ERIC Research to discover whether any research had been done on ways to recruit students into vocational programs.

2) Selected five schools to particpate, based on percentage of economically disadvantaged students in attendance.

3) Three vocational teachers and one or more counselors were invited from each target school.

4) Possible workshop presentors were interviewed to determine their expertise in topics to be addressed.

5) Workshop agenda was planned and presentation speakers were confirmed.

6) A student and teacher survey instrument was developed to facilitate sharing of statistics at the workshop.

7) Letters of invitation were sent to principals of participating teachers and to other district administrators.

8) Sent reminder letters to participants with agenda of the workshop.

9) Gave counselor-participants the "assignment" to spend an hour or more visiting and observing a vocational class in their school prior to the December 11th workshop.

10) Designed planning sheet for teachers to use during planning time at end of the day.

11) Conducted workshop and facilitated agenda items, including action planning sessions.

12) Collected action plans and workshop evaluations.

13) Compiled workshops evaluation results for reporting purposes.

VOCATIONAL EDUCATOR/COUNSELOR WORKSHOP

Marriott Hotel - Vista Room

December 11, 1980
8:00 a.m. - 3:30 p.m.

AGENDA

8:00 a.m.	Coffee and Registration
8:15 a.m.	Introduction: Expectations of Participants
8:35 a.m.	Workshop Overview -Purpose of workshop -Workshop format -Needs of special populations
9:05 a.m.	Survey Results -Student survey -Enrollment statistics -Emerging school needs
10:05 a.m.	Break
10:20 a.m.	Looking Back: Student Perceptions -Art Cervantes, Financial Aid/Student Employment Specialist, Pima Community College -Doretta Hodge, Cosmetologist
10:50 a.m.	Related Research -Celestino Fernandez, Ph.D., Assistant Professor, Department of Sociology, University of Arizona
11:05 a.m.	Questions to Speaker
11:20 a.m.	Lunch
12:20 p.m.	Sharing: Current Recruitment Strategies
1:05 p.m.	Action Planning -Tucson High School - Vista Room -Amphi High School - Sinaloa Room -Sunnyside High School - Chihuahua Room -Pueblo High School - Durango Room -Catalina High School - Sonora Room
3:05 p.m.	Workshop Summary
3:20 p.m.	Workshop Evaluation

Career Guidance Project is funded by a grant from the Arizona Department of Education, Vocational Education

IMPLEMENTING THE FIRST WORKSHOP

HOW TO FACILITATE:

The first workshop covered both awareness and action planning. (See agenda)

First, participants were asked to share their expectations. The facilitator began by saying she hoped to learn more skills and techniques for working with students. She went around the room, asking others to briefly share their expectations.

The facilitator outlined the purpose of the workshop, explaining how it was funded by a research and development grant, and described the commitment expected of participants (i.e. that they would be given time to plan as school groups, and that some of their ideas would appear in a printed handbook).

The facilitator then asked teachers and counselors to brainstorm needs of special populations in their schools. Participants listed these needs on newsprint for all to see. They fell into two categories: student needs and teacher needs. Many of our teacher-participants came to the workshop angry over recent vocational budget cuts, so they felt it was important to state that they needed financial support for their programs.

After a short break we came back and broke into groupings by schools to share enrollment statistics. Each group was given newsprint and was asked to briefly list total enrollment figures for vocational areas and percentages of male, female, and disadvantaged populations beside the total enrollment figure.

Example: West High School

	Total	Male	Female	Minority	Econ. Disadvantaged
Home Econ.	400	10%	90%	13%	30%
Voc. Woods	40%	88%	22%	8%	30%

Each group was asked to compare the vocational enrollment statistics with the total school enrollment statistics. An example of this would be to determine if the school had a 50% minority population, was that reflected in the vocational enrollment? Two schools came without their numbers, and had to estimate their figures. It is our recommendation that workshop planners place a reminder phone call to the five counselors responsible for bringing the figures, so that the agenda is not hurt by default of one or two participants.

Another suggestion would be to have these figures charted before the workshop starts by asking those five people to come to the workshop early to get their newsprint charts ready.

The time spent in school groupings could then be spent discussing the implications of those facts for teachers of vocational programs.

After each group shared the enrollment statistics and information from the student surveys, the facilitator asked the group as a whole to name some emerging school needs. She asked people to keep these in mind for the action-planning session in the afternoon.

When implementing a workshop, it is a nice change of pace to share the facilitating with another professional. In the next segment, we had a second facilitator come in to interview the two former graduates and to introduce Dr. Fernandez, the research expert. This facilitator was also responsible for watching the time, and breaking in to ask the speaker to summarize when his time was up.

After lunch, we explained the afternoon schedule and rationale, and asked one person from each school team to share briefly the strategies currently being used for recruitment of students into vocational programs.

When that was completed, the facilitator distributed the planning sheets and asked each school group to fill them out. Each group was encouraged to come up with some ideas as individuals and as a group, of things to try. Each group had a Career Guidance Consultant assigned to it to help facilitate the group process. Two hours later, participants were asked to return to the large meeting room to turn in planning sheets and fill out the workshop evaluation. They were told the planning sheets would be returned to them.

*career guidance

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VOCATIONAL EDUCATOR WORKSHOP

December 11, 1980

Brief Summary of Key Points in Presentation of Dr. Fernandez

Dr. Fernandez began by saying he feels he was cheated in his own education - cheated because he was never encouraged to take any vocational-type subjects. Because he was a sharp kid, he was automatically channeled into academic subjects. Although perfectly happy in his career, he regrets his lack of skills with cars and mechanical things, cooking, even typing.

He talked about some research which shows that students work hardest in courses which are relevant to their futures. As an example, he said social studies, to most students, seems irrelevant to any future.

He suggests that because counselors promote college to high achievers, that all students are being essentially tracked out of vocational education. Because vocational skills courses are important in many careers, the view that these courses are for low achievers only is erroneous. Yet many students hesitate to take courses that have this stigma.

Another factor is that in the 60's, minority groups were sensitive to being "tracked" into vocational areas, particularly blacks. In the 70's, there was a move to schedule kids toward jobs with more "prestige" and to encourage minorities to look at law, medicine, and the professions.

Now it may be time to re-emphasize the worth of vocational courses, without saying it is only for low achievers. College-bound students can use the skills as much as non-college. We need to teach future citizens and consumers the skills they need to identify problems with their cars, to type a good business letter, to figure their income taxes, and to cook nutritious meals.

Dr. Fernandez suggests we, as teachers and counselors, make that link between school and the real world stronger - that these classes have worth not only as possible career or job choices, for hobby and leisure time enjoyment, or intelligent consumer purposes. In addition, learning a skill is often personally rewarding and satisfying. Students can take pride in something they have made or learned how to do. Skills learned in vocational classes can build personal confidence and thus self-worth. There is something concrete or demonstrable to show for it, rather than a concept or abstract idea.

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1/15/81
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Brief Narrative Summary of Graduates' Presentation

for Vocational Education Workshop

December 11, 1980

(One of the workshop presentations featured two former students. They were graduates of Tucson High School and Pueblo High School, and were economically disadvantaged at the time of their high school experience.)

Barbara Hanson interviewed the students, who were seated on tall stools in front of the audience. She asked the following questions:

1) How did being economically disadvantaged affect your high school experience?
2) Was there anyone at school who influenced you to move in a particular career direction?
3) If you could offer some recommendations, or suggestions to teachers, what would you say?

The two students had had very different experiences in school. Doretta's mother had taught her to do her best, to never expect a handout, to work hard, and to believe in herself. Doretta loved school, tried out for cheerleading, studied hard, and spent extra hours at school. She got pregnant in her junior year, and had to make some tough decisions. She chose to have and keep the baby, and go to the alternative school. She returned in the fall of her senior year, and rejoined the cheerleading squad. Her mother cared for the baby. Doretta graduated near the top of her class, and gave one of the speeches at commencement.

Art had a bad time in school. He hated school, and didn't go to class much. Most of his friends were smoking across the street, and he wanted to be with them. He doesn't remember any teachers or counselors. The whole high school experience is a sort of fog. He does remember the dean, and the fact that he finally got kicked out of school for ditching. That was a bad time for him and that was when he learned he did want to go to school. . . he missed being with his friends. He passed the time fixing things around the house and watching TV until he could re-enroll.

Art told how he sometimes would steal books and sell them to the bookstore to get money for lunch.

Doretta said there was one teacher who encouraged her to go into the cosmetology program. It was a man who took her aside personally, and told her it would be good for her to have a marketable skill so that she could support her son, even though she did have the ability to go on to college. Doretta said she has never regretted her decision not to go to college. She learned how to set goals for herself in the cosmetology program. She continued to set high goals, and went from one job to the next job with the ultimate goal of owning her own shop one day. Now seven years after graduation, she is co-owner of a shop.

Art said he really didn't get the help he needed until he got into the Navy. The Navy gave him what he needed: supervision, discipline, and structure. He got motivated through the process of gradually doing things a certain way and having to do them right. If things weren't done right, they had to be done over again - even the simplest tasks. As he began to accomplish things, and get praise or recognition for doing them right, he began to feel more positive about himself. He gradually learned to set goals, to work toward them, and to feel good about accomplishing them.

Doretta said one recommendation to teachers would be to provide role models for students in the form of speakers from different job areas. These should be people students can relate to -- from the same ethnic or economic backgrounds. She also said teachers need to convey acceptance and mutual respect to students, and that the teacher sets a role model by his or her example of how to have a positive mental attitude about yourself. Teachers should model this, thereby helping students to gain this feeling.

Art felt that teachers needed to demand and expect more of their students. He suggested they set up systems for progression from one task to the next, and implement a reward system for students who meet goals. He felt students should not be allowed to ditch so many days before being disciplined.

*career guidance

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VOCATIONAL EDUCATORS WORKSHOP

School Needs Summary

One activity in the December 11th workshop was some group brainstorming to list needs of disadvantaged students. There was some difficulty right away with some participants who wanted to talk about their own anger and frustration at recent budget cuts or other lack of support for their programs.

The workshop facilitator decided to let these teachers express themselves. She added newsprint sheets, and let them brainstorm teacher concerns as well. The teachers were satisfied, and were willing to stick to the agenda for the remainder of the workshop day.

Problems students have (group brainstorming):

- tired from hours on job
- poor attitude
- poor attendance
- home situation affects school
- insufficient orientation to high school programs
- transportation
- improper nutrition
- no money for clothes
- no money for fees for equipment
- little motivation for school
- lack of confidence
- lack of basic skills (reading, math)
- no specific plans
- don't understand worth of vocational classes to their future
- need more information on classes
- need to explore at earlier grade level
- kids forget what they heard at orientation

Problems teachers have (group brainstorming):

- declining enrollment
- lack of money for supplies/tools
- shortage of teachers
- counselors consider vocational classes a dumping ground
- lack of time to sell program to counselors, junior high students, other in-school populations
- lack of awareness of administrators of what goes on
- hard to work with variable skill levels
- need ways to help kids learn
- how to spot kids who may make it a career
- more administrative support
- how to work with non-traditional students

- shop liability
- how to help "special need" students and still help the others
- how to better prepare junior high students
- parents attitudes keep kids from enrolling in vocational education. Need to educate parents
- need to communicate business world expectations to students
- need to identify why kids do not continue in vocational scheduling? Turned off?

Problems counselors have (total group brainstorming):

- bad image
- not enough beginning classes for scheduling
- no time to visit classes/teachers
- whose responsibility is junior high orientation?
- need to know more about high school vocational programs, definition of vocational, what is offered, etc.

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1/15/81
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Career Guidance Project

STUDENT SURVEY

(Circle Most Appropriate Answer)

AGE:_____

GRADE LEVEL: 9 10 11 12 SEX: M F

1. What Vocational Education class (es) are you enrolled in now?

_____

2. How did you learn about this Vocational Education class?

father sister friend counselor

mother brother teacher other_____

3. Why are you taking this class?

_____

_____

4. What do you expect to learn in this class?

_____

_____

5. Do you think that taking this class will help you get a job?

YES or NO If yes, what job?_____

6. List all the Vocational Education classes that your school offers. Circle ones you have already taken (or are taking). Underline ones you plan to take.

7. Do you plan to take more Vocational Education classes? YES or NO

If yes, why?_____

_____

If no, why not?_____

_____

8. What are your plans after high school?

go to college go to vocational school don't know

work full-time other_____

(_____)
job

CGP/Goal 22
GS:sb
10/80

Career Guidance Project is funded through a grant from the Arizona Department of Education.

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GOAL 22

Student Survey Results

The following is a compilation of student answers to questions regarding vocational classes. Three vocational students at Tucson High School were interviewed by career guidance counselor, Cece Hall. These same students are on the advisory board for Goal 22.

1. Why are you taking this course?

   - I enjoyed the work I did last year and wished to continue.
   - This is the area I wish to pursue for a career.
   - I like the teacher; he makes it interesting for me.

2. How did you learn about this course?

   - When I took it in junior high, I became interested in doing more.
   - In my freshman year, I got to see what some of the advanced students were doing and it looked interesting to me so that I wanted to do it too.

3. What do you like about the course?

   - Airbrushing
   - Sketching
   - Taking pictures and being able to see your work almost immediately. I don't like to wait for Skaggs or KMart to return my pictures.
   - The teacher
   - I like being able to challenge myself at my own speed.

4. What do you not like about the course?

   - The introductory course was too boring. We did too much of the same thing all the time; too much book work.
   - Not enough variety of activities.
   - Do not get a chance to do more of the things I like to do best. I would like to be able to do more on my own.

5. In your opinion, why don't more kids take this course?

   - They don't know what it is or what is involved with it.
   - They have heard how boring it was in the freshman year so they didn't want to try it.
   - They don't like the teacher who taught it.

- Too many kids in the class who did not want to be there but they needed a class to fill up their schedule.
- When kids don't try new and different things, they won't know what it is.

6. How would you "sell" this course to others?

- Put our more written materials, but be sure it was current.
- Have students visit classes, especially the freshman and junior high students.
- Have the teacher visit classes.
- Put on a fair, like they have at Park Mall, to display the kind of work students do in these classes. But do it here at school.
- Get more equipment.

7. What would you tell students when you visit their class?

- Don't give up on it. Just because it might be boring at the beginning, it gets better the more advanced work you do.
- Try things that are different. You never know when you will find something that is interesting and fun to do.
- Learn a skill you can use to get a job after you graduate.
- Don't wait until your junior or senior year to take a course. Do it in the freshman or sophomore year so you have more time to learn more things.

CGP: Goal 22
1/15/81
JG:sg

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RESULTS OF TEACHER/COUNSELOR SURVEY

Vocational Educator Workshop

This survey was completed by teachers and turned in prior to the workshop, December 11, 1980. The purpose was to establish the need for the workshop and start teachers thinking about these questions. Thirteen of fifteen questionnaires were returned.

1. How would you describe the general types of students enrolled in your vocational classes?

   - Career choice
   - Interested
   - Curious
   - Would rather take this class than other courses offered
   - Counselor puts students in this class if a student just needs a class
   - Advanced vocational
   - Vocational for special needs
   - Good children, but lacking in basic skills
   - Have all types
   - High school, male/female, grade 9-12 multicultural
   - Eager, unsure, disadvantaged, "average," handicapped
   - Above average academically; career oriented; high school will terminate most of their formal education. A few college bound.
   - Majority minority students lacking basic skills and willing to explore for career choices
   - Good manipulative skills. Lacking in 3 R's.
   - Ambitious, high ability, competitive
   - 9-12; some leaders in school; some looking to get through.
   - "Average;" some students could be classified as high academic, low achiever, special ed. in every class
   - Multi-racial, high school 9-12, multi-cultural, average socio-economic

2. Check the special populations that are represented in your classes:

   13 Economically disadvantaged

   13 Minority

   7 Males or females enrolled in non-traditional classes

   11 College bound

   8 Handicapped

   3 Other

3. Identify any special problems or needs you feel the following populations might have that would affect their performance or achievement in your classes.

A. Economically disadvantaged:

- Project financing (paying for materials used for take home projects)
- Students who are unable to purchase supplies because of economic reasons
- Finding job positions
- None
- Ability to pay for projects
- Proper work clothing
- Lack of nutritional well being
- Lack of school transportation effects attendance
- Lack of home motivation
- Need to work many hours keeps students from studying or caring about school
- None
- Reading and financing projects
- Need to zero in on employable skills
- Cost of supplies
- Background
- Poor spellers, difficulty in understanding business-like attitudes and identifying quality work

B. Males or females enrolled in non-traditional classes:

- No problems
- None
- 10%
- Males who must do traditionally "female" tasks in a Home Ec. class. Affects macho image.
- None
- Female in class has no perception of value of class. Attendance affected.
- Peer pressure
- None
- Harassment from other students
- Facility not equipped to allow "female" to change into work clothes
- Physical ability
- Difficult to keep these students enrolled in class
- None

C. Other (specify):

- None (11)
- Majority need more work in 3 R's
- Facility not equipped for students in wheelchairs
- ESL students enter with little English preparation to read/complete assignments

4. What problems do your students face when making career plans? Check all below that are applicable, then prioritize the top three:

7 Incomplete awareness of interest/skill

2 Insufficient or outdated career information

11 Unrealistic goals

10 Parental expectation

6 Peer pressure

4 Other

5. What strategies are now used to recruit students into your vocational education classes?

A. Individual strategies

- Vocational students are drawn from Advanced class. My personal recommendation.
- Slide/tape presentation given during orientation assembly. Home Economics teachers discuss the different course offerings with their classes to try to recruit for the next semester's classes.
- Teacher recommendation
- Talk to sophomore biology classes
- Career workshop for juniors. Invitations to hear guest speakers. Check GPA and write letters of information to eligible students.
- Personal contact and encouragement, department effort toward individual classes. Use of slide presentation, FBLA Club as an incentive for taking business classes.
- Class usefulness, interest and reputation.
- Have class from other departments come over
- Try to provide the most updated equipment and techniques. Offering things they can't get at traditional IA programs.
- Making the course seem worthwhile. Taking interest in students
- Identify students in Beginning Auto that show interest and aptitude. These students are recommended and encouraged to enroll in Vocational Auto.
- Talking and observing students in pre-Vocational classes. Recommendations of prior teachers.
- Annual display of Indian Arts projects; bulletin board displays; on-going career unit to share Department of Labor, State, and Local information.

B. School-wide strategies

- Orientation at high school and junior high groups
- Encourage students presently enrolled to positively tell and sell program to others
- Displays; talks with junior high students
- Very little, if any!!
- Printout of description
- Registration conference at junior high level
- Slide presentation and talk to 9th grade students coming to the high school, yearly orientation of high school students (assembly)
- Counselor's help. Time is provided for orientation meetings
- Provide framework for letting us be visible in our school
- It is a privilege to take a Vocational class. Also the class meets at a time when it does not conflict with other classes.
- Counselors and teachers try to channel students into their interest areas
- No comment (2)

6. How can counselors and vocational educators in your school work together to foster more effective and realistic placement of students into vocational education courses?

- Counselors need to be available to teachers so communication can take place. Their work day usually is the same as teachers, therefore communication for shop teachers/counselors is limited to notes.
- Counselors need to become more totally aware of what goes on in industrial education and vocational classes, such as pre-requisites, requirements, knowledge of industry.
- Through screening by grades. Attendance records and recommendations of other instructors.
- More communication as to course offerings and planning realistic student goals and preparation.
- Counselors need to know mental and physical abilities necessary for various occupations.
- Get the counselors to know what we do and that we are not a dumping ground. Get competent counselors!!!
- Select student to beginning classes on realistic goals and interest instead of availability. Advanced classes on vocational goals and ability to be successful.
- Planned meetings to discuss our programs and encourage counselors to become familiar with our curriculum.
- Communicate with teachers, parents, and student-interest groups, such as clubs. Keep written information on each program.
- They are doing so.
- There is always a need for better communication. I feel there is a good rapport between counselors and vocational education teachers at Sunnyside High.
- No comment (2)

7. Do you feel that current strategies actively promote the recruitment of the following special student populations into your particular vocational classes?

	YES	NO
Female	9	4
Male	10	3
College Bound	7	4
Non-college Bound	11	1
Handicapped	6	5
Minority	8	3
Economically Disadvantaged	9	2

8. Do you feel there is a need to increase student enrollment in vocational programs in your school?

7 Yes 6 No

Is there a need to increase vocational enrollment nation-wide?

11 Yes 1 No 1 Not sure

9. Do you feel there is a need to improve vocational recruitment and/or placement strategies in your school or classes?

8 Yes 1 No 4 Not Sure

10. Which of the following workshop activities would be most helpful to you in developing strategies to recruit and better place students into vocational classes?

9 Hearing what other schools are doing

8 Having time to plan with other people from your school

8 Finding out about current job trends and salaries in Tucson

0 Information and research about teaching multi-cultural populations

7 Techniques to motivate students

4 Information about adapting materials/strategies to varying skill levels

7 Techniques for career planning with students

8 Information about community resources

2 Other

CGP: Goal 22
1/15/81
JG:sg

Career Guidance Project

ROSKRUGE SCHOOL 501 E. 6th ST., RM. 114 791-6181 TUCSON, ARIZONA 85705

*career guidance

Sharon Eaton
Associate Director

Betty Mason
Secondary
Program Manager

Jackie Migdal
Elementary
Program Manager

Marla Motove
Special Education
Program Manager

November 18, 1980

Dear

We are pleased that you will be attending the Vocational Educators Workshop on December 11, 1980. We look forward to sharing activities and strategies to enhance the placement and better meet the needs of varied groups of students in vocational classes.

To help us understand your needs, and to help us structure workshop time allotted to different issues, please do the following:

A. Complete the teacher survey and return to Jan Gore, Room 114, Roskruge, by November 26th.

B. Administer the student survey to one of your classes prior to the workshop. Compile the information in percentages and be prepared to share orally at the workshop. Identify any information you found surprising or any strategy you want to implement as a result of information gained.

C. Please bring audio visual aids, pamphlets or any other materials you currently use for recruitment for a display table. Each school will have ten minutes to explain how they use these supplemental materials.

Finally please remember to follow district procedure for requesting release time and substitutes.

We look forward to seeing you December 11th.

Sincerely,

Jan Gore

Jan Gore
Career Guidance Specialist

Lee Ann Simons

Lee Ann Simons
Inservice Specialist

JG:LAS:sg

A PLANNING SHEET

Name_____School_____

Subject(s) taught _____

1. As an individual, my strengths in recruiting and appropriate placement of students are:

Some things I could do to improve (recruitment and placement) are:

2. As an individual, my strengths in meeting the needs of special populations are:

Some areas for improvement are:

3. Some things I could do this school year to better recruit and place special populations in my vocational classes are:

4. Some things I could do in the classroom to better meet the needs of special populations are:

Star * the items you are willing to do, and put a target date by each.

PLANNING SHEET (cont.)

5. As a school team, these are the things we are doing well to recruit and place students from special populations:

These are some areas for improvement:

6. As a school team, these are the things we do well to meet needs of special populations:

Some areas for improvement:

7. As a team, here are some things we can do to better recruit and place special populations in our classes:

8. As a team, here are some things we can do to better meet the needs of special student populations:

Star items above you are willing to do, and put target date by each.
*

Career Guidance Project

ROSKRUGE SCHOOL 501 E. 6th ST., RM. 114 TUCSON, ARIZONA 85705

*career guidance

Sharon Eaton
Associate Director

Betty Mason
Secondary
Program Manager

Jackie Migdal
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Program Manager

Marla Motove
Special Education
Program Manager

GOAL 22 WORKSHOP

December 11, 1980

Evaluation Report

Thirty-nine people attended the full-day workshop:

- Seventeen vocational teachers
- Eleven counselors
- Eight Career Guidance Project staff/administrators
- Three Tucson Unified School District administrators

Twenty-six evaluations were returned.

EVALUATION RESULTS:

1. Evaluation Respondents

15 teachers
11 counselors
5 other

2. Value of Activities

- Student Survey

8% Excellent
37% Above Average
50% Average
0% Below Average
0% Poor

- Enrollment Statistics

4% Excellent
46% Above Average
37% Average
8% Below Average
4% Poor (one response)

- Interview with Graduates

83% Excellent
12% Above Average
4% Average
0% Below Average
0% Poor

- Presentation: Dr. Fernandez	12% Excellent 47% Above Average 25% Average 12% Below Average 0% Poor
- Sharing of School Strategies	41% Excellent 46% Above Average 20% Average 0% Below Average 0% Poor
- School Planning Time	37% Excellent 58% Above Average 8% Average 4% Below Average 0% Poor

Comments on Activities:

- Very informative, haven't considered these problems to this depth.
- Very informative, I learned more about the vocational department and getting suggestions for keeping our students in the program.
- Well-organized
- Quite informative, thought-provoking
- Addressed real needs
- Strategy and planning time were very valuable; giving people an opportunity to meet and talk concretely.
- I enjoyed the graduates and plan to use them to help recruit.
- I really enjoyed hearing from other people - their concerns and ideas.
- I found the last two sessions to be very helpful, encouraging and motivating.
- Very well-conducted
- Great!
- Very well-organized!
- You handled the participants' needs to talk about problems very well!
- Planning time was difficult because of major needs and lack of administrative support at the workshop.
- Need more time with Dr. Fernandez.

3. <u>One thing I really liked about the workshop was</u>:

- Ideas for improved communication between teachers, counselors, and the junior high schools.
- You addressed a real need - time to plan together.
- The opportunity to meet junior high people.
- Hearing other schools' strategies.
- Group sharing of ideas, problems and solutions. (Ten people)

4. <u>Suggestions for improvement</u>:

- None
- Very successful
- Administrators present (five people)
- Legislative involvement
- More time to plan strategies (three people)
- More junior high representation (three people)

- Not enough work time
- Address budget needs
- More workshops like this for teachers not invited to this one

5. Identify what you would like to see in the next workshop:

- Ideas for follow-up on interest inventories
- Use and value of GATB
- Interest inventories appropriate to use with these students (five people)
- Go through the Tucson Skill Center diagnostic center
- How to plan a four-year curriculum with students (two people)
- Reports on how the strategies worked (five people)
- Hiring policies of local industries
- School administrators present - we can't do much without support.

6. Additional comments:

- A very workwhile day
- Thanks for the opportunity to share.
- Congratulations!
- Interesting and worth our time
- Valuable educational experience
- You de-fused the initial anger of some participants nicely.
- Junior high vocational education teachers should be included so developmental programs can be built.
- Need administrators to attend and listen.
- I would be interested in a summer vocational workshop as an experience for counselors to learn about vocational programs.

CGP:Goal 22
1/15/81
JG:sg

WORKSHOP II

CAREER TESTING AND PLANNING

IMPLEMENTING THE SECOND WORKSHOP

PLANNING

Since teachers had requested information about current job trends and salaries within our community, as well as career testing services, we initiated some research in these areas by contacting the following people and/or visiting the following agencies:

a) Vertie Sparks, Director, Tucson Skill Center
b) Fred Acosta, Director, Tucson Job Corps
c) Glenn Coffman, Arizona State Employment Agency
d) Dr. Layton Cuthsfordson, Director, Pima Community College Computer Center
e) Bob Coons, Pima College Computer Center
f) Barbara Garrett, Career/Testing Counselor, Pima College
g) Mike Engs, Counselor, Pima College
h) Vera Landers, Assistant Dean of Students, University of Arizona
i) Dr. Doris Ford, Juvenile Court System
j) Jennifer Ross, Arizona Department of Education
k) Al Valles, Coordinator, Southeastern Arizona Carpenter's Apprenticeship Program
l) Ron Hummel, Placement Director, University of Arizona
m) Valley National Bank, Economic Development Division
n) Dr. Richard Erickson, Counseling and Guidance Department, University of Arizona
o) Pat Luciano, Career Guidance Project
p) Chris Crowder, TUSD Evaluation Center
q) Cece Hall, Tucson High School, Career Ed Counselor

We also requested material from DES in Phoenix,and compiled other job trend information from the Tucson Career Education Consortium and the project's Community Resource Center.

A teacher/counselor survey was than developed to gather information on career testing procedures currently being used in the schools. We decided to ask counselors to share this information briefly at the workshop.

In addition, we developed a monitoring instrument to use when discussing progress of the action plans with teachers. Teachers were asked to share some of their most successful strategies at the workshop in addition to writing them for the handbook. We asked Project staff to assist in monitoring and collecting strategies from their schools.

Several people were invited to be presenters at the workshop. After confirming the remaining agenda items, we moved on to the development of a format for the strategies and the handbook.

A survey was developed for use at the workshop to assess how responsive schools are to ever changing job trends.

We furnished each district with a list of teachers who would be requesting substitutes to facilitate this organizational concern.

IMPLEMENTING THE SECOND WORKSHOP

PREPARATION

After setting the date for the workshop, we sent a memo to the participants. We then reserved room space at the hotel.

GIS printouts were requested for each vocational teacher, listing jobs relating to her or his subject area (i.e. electronics, welding, typing, etc.). We also ordered a phone hook-up to be located in the room for the GIS terminal.

Just prior to the workshop date, we compiled workshop packets and wrote name tags for the participants.

VOCATIONAL EDUCATOR/COUNSELOR WORKSHOP

Marriott Hotel - Vista Room

March 13, 1981
8:00 a.m. - 1:00 p.m.

AGENDA

8:00 a.m.	Coffee and Registration
8:15 a.m.	Workshop Overview -Today's Goals
8:20 a.m.	Update: What's Happened Since Our Last Workshop?
8:30 a.m.	Career/Interest Inventories Currently Used in Your Schools -Sharing by Counselors
9:00 a.m.	Pima College Can Help Your Students (a Free Resource for You) -Barbara Garrett, Career/Testing Counselor Pima Community College -Testing Available -Using the GIS Computer -Vocational Training Programs at Pima College
10:30 a.m.	Break
10:45 a.m.	Helping Students Develop a Four-Year High School Plan -Cecelia Hall, Counselor, Tucson High School -Pat Luciano, Career Guidance Project
11:05 a.m.	Using Role Models in Your Classroom -Pamela McKay, Carpenter's Apprentice Job Trends in the Construction Trades -Al Valles, Coordinator Southeastern Arizona Carpenter's Apprenticeship Program
11:25 a.m.	Job Trends in Food Services -Jim Kotofskie, Catalina High School
11:40 a.m.	Alternative Vocational Education Programs -Frank Acosta, Director Tucson Job Corps
12:00 p.m.	Update: Workshop Handbook

Funded by a research and development grant from the Arizona Department of Education, division of Vocational Education

IMPLEMENTING THE SECOND WORKSHOP

HOW TO FACILITATE

The second workshop covered career testing and planning, current job trend information, an update on school action plans, and teacher-counselor strategies update.

The facilitator began with a review of the December workshop and dealt with some of the requests made in the evaluation. She explained the format for the day and went over the goals. She then asked each counselor to share briefly which inventories are being used in their schools, and how they were coordinated with career planning.

After each school shared what they were doing, Barbara Garrett, the Career Testing Counselor from Pima College, presented additional information in this area. She talked about all the various testing services available at the college, and explained the interpretation and counseling services as well. She stressed that services are available to anyone including high school students. The career counselor then demonstrated the use of the GIS for the group, and told how some tests, like the COPS, can be keyed into the GIS. Students of all ages seem to love working with the GIS search because the process is personalized to their individual needs. Ms. Garrett also demonstrated the GATB (General Aptitude Test Battery), a vocational skills instrument. Workshop participants had a chance to do the finger dexterity portion of the test, and had fun with this "hands-on" activity.

Ms. Garrett closed with a brief overview of the vocational training programs available at Pima College, and answered questions from the participants regarding those programs.

After a short break, two career education specialists spoke about approaches they found helpful in working with students. Teachers then asked some questions concerning the activities which were outlined in this segment of the program.

The next three speakers talked about current job trends and salaries in their specific areas. Ms. McKay talked about what it was like to be a woman in construction, why she liked it, and how she became interested. (Afterwards, many of the teachers invited her to speak to their classes.)

Mr. Valles spoke about various apprenticeship programs, and said he would be glad to help teachers get guest speakers from the trades. He said they look for an "I want to learn" attitude in students admitted to their program.

Mr. Kotofski related that jobs in the food industry are on the upswing, particularly in the fast food aspect of the business. He said chefs represent only 12% of this industry and that again, attitude was the most important ingredient for success.

The last presenter was Frank Acosta, Director of Tucson Job Corps. He spoke about the varied focus his agency incorporated in working with kits - often people who cannot or do not, for some reason, make it in school. The teachers enjoyed learning about this agency as an option for students.

Before participants went to separate areas to work on strategies, their attention was directed to the packets of job trend information printed for inclusion in their workshop folders. The facilitator made some general statements regarding the areas with the greatest number of jobs for the future, both nationally and locally. A survey sheet was then distributed, and particpants were asked to indicate whether or not their school curriculum reflects current anf future job trends.

The final portion of the workshop was set aside to allow teachers in school teams to write up their field-tested ideas.

Participants completed a short evaluation form before leaving.

JOB TRENDS/CURRICULUM SURVEY

SCHOOL_____

Research from the Department of Labor and Statistics indicates that during the 1980's, the Southwest and West Coast states will have rapid growth in the following job areas. Underneath each job category, list the vocational courses offered by your school which prepare or help prepare students for these careers.

ENGINEERING

COMPUTER PROGRAMMING

SYSTEMS ANALYSIS

HEALTH SERVICES

ACCOUNTING

CLERICAL

RETAIL

BANKING

ASSEMBLERS

TECHNICIANS

In your opinion, is your school's vocational program responsive to current changing job trends?

Yes _____ No _____

In your opinion, what could/should be done to make your school program more closely fit future job trends?

CGP: Goal 22
LAS:JG:sg
3/81

Career Guidance Project

ROSKRUGE SCHOOL 501 E. 6th ST., RM. 114 TUCSON, ARIZONA 8570

*career guidance

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Jackie Migdal
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Marla Motove
Special Education
Program Manager

MEMORANDUM

TO: Vocational Educator/Counselor Workshop Participants

FROM: Jan Gore and Lee Anna Simons

DATE: February 25, 1981

RE: March 13th Workshop

The March 13th workshop will be held at the Marriott Hotel, Vista Room, from 8:00 a.m. to 1:00 p.m. The Career Guidance Project will provide full-day substitutes. This will provide time for you to meet and plan further with your school team if you wish.

We look forward to working with all of you again, and think that you will find the day's activities worthwhile.

Note to participating counselors: Please come prepared to briefly share what career/interest inventories are currently being used at your school.

Note to participating teachers: Please come prepared to briefly share what you've done as a result of the first workshop.

See you there!

JG:LAS:sg

Counselor Survey -- Workshop #2

1. What vocational aptitude or career inventories are used?	How/where administered? Individually? Class? What class? What grade?	What supplementary activities used (pre and post)?	How are test results shared with students, counselors, teachers, or parents?	Are the vocational education teachers given this information?

2. Are there supplemental career/interest inventories available to students on an individual basis? If so, what?

3. Do you use the GIS computer? How often and how?

4. Do your vocational education teachers use the GIS computer? How often and how?

5. Will you share this information briefly at the next workshop? _____

*career guidance

Sharon Eaton
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Program Manager

Career Guidance Project

ROSKRUGE SCHOOL 501 E. 6th ST., RM. 114 TUCSON, ARIZONA 85705

MEMORANDUM

TO: District Administrators

FROM: Jan Gore and Lee Anna Simons
Career Guidance Project

DATE: February 26, 1981

RE: Vocational Educator/Counselor Workshop

Attached is an agenda for the second vocational educator/counselor workshop, sponsored by the Career Guidance Project. Selected teachers and counselors from your secondary school(s) will be participating.

We would like to invite you to attend all or a part of the day. Please R.S.V.P. prior to March 4th if you plan to attend. (791-6181)

We hope to see you there.

JG:LAS:sg

VOCATIONAL EDUCATOR/COUNSELOR WORKSHOP

March 13, 1981

1. Check one:

___ teacher ___ counselor ___ other (specify what)_____

	No Value	Little Value	Fair	Valuable	Very Valuable
2. Overall value of today's workshop:	1	2	3	4	5

3. Please rate the value of the following specific activities/information:

	No Value	Little Value	Fair	Valuable	Very Valuable
- tests and inventories currently used in my school	1	2	3	4	5
- Pima College Services	1	2	3	4	5
- 4 Year Plans	1	2	3	4	5
- Using Role Models	1	2	3	4	5
- Job Trends: Construction	1	2	3	4	5
- Job Trends: Food Services	1	2	3	4	5
- Tucson Job Corps	1	2	3	4	5

Comments on activities/information presented: _____

_____

_____

4. One thing I really like about today's workshop was: _____

_____

_____

5. Something I plan to do (or plan to do differently) as a result of participating in this workshop series is: _____

_____

_____

6. Additional Comments: _____

_____

_____

Career Guidance Project

ROSKRUGE SCHOOL 501 E. 6th ST., RM. 114 TUCSON, ARIZONA 85705

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GOAL 22

Effective Placement of Disadvantaged Students into Vocational Programs

Workshop: Career Planning and Testing

March 13, 1981
Evaluation Report

Twenty-eight people attended the full-day workshop:

- Fifteen vocational teachers
- Seven counselors
- Five Career Guidance Project staff
- One Tucson Unified School District principal

Twenty-seven evaluations were returned.

EVALUATION RESULTS:

1. Evaluation Respondents

15 teachers
8 counselors
4 other

2. Overall Value of the Workshop

- 85% of the respondents rated the workshop valuable or very valuable.

3. Rating of Specific Activities/Information

A. Short Summary:

- 61% rated the interest inventories valuable or very valuable
- 80% rated the Pima College presentation valuable or very valuable
- 76% rated the four-year plans valuable or very valuable
- 80% rated role models valuable or very valuable
- 77% rated construction trends valuable or very valuable
- 81% rated food services trends valuable or very valuable
- 97% rated Tucson Job Corps valuable or very valuable

B. Detailed Breakdown

- Interest Inventories	15% Very Valuable 46% Valuable 19% Fair 11% Little Value 3% No Value (one response)
- Pima College Services	57% Very Valuable 23% Valuable 15% Fair 3% Little Value 0% No Value
- Four-year Plans	30% Very Valuable 46% Valuable 19% Fair 0% Little Value 0% No Value
- Using Role Models	53% Very Valuable 27% Valuable 15% Fair 0% Little Value 0% No Value
- Job Trends: Construction	50% Very Valuable 27% Valuable 19% Fair 0% Little Value 0% Value
- Job Trends: Food Services	50% Very Valuable 23% Valuable 15% Fair 0% Little Value 0% No Value
- Tucson Job Corps	70% Very Valuable 27% Valuable 3% Fair 0% Little Value 0% No Value

Comments on Activities:

- Current practical information was great!
- Well-organized; presented in effective format
- Very well-presented workshop
- Well done, to the point
- Good information on inventories
- Nice combination of information and activities
- Very comprehensive
- Pat and Cecilia's presentation was a good follow-up to the Pima College one.

4. One thing I really liked about this workshop was:

- The variety, the organization, and the relevance - all commendable.
- You got areas of interest from participants at the last workshop.
- Speakers all very good, and stimulating.
- New methods of evaluating career information.
- Individual computer printouts for teachers.
- Opportunity for group discussion.
- The lady carpenter, the foods teacher and the Job Corps man.
- Time for questions and give-and-take.

5. Something I plan to do as a result of this workshop:

- Become more involved in career counseling through interest survey.
- Use community resources.
- Use job trend information in classroom.
- Develop a vocational education awareness program.
- Emphasize "attitude" with students.
- Emphasize tight job market with students; stress flexibility.

6. Additional Comments:

- This series really got teachers thinking about program.
- I developed a good rapport with my school team.
- The packet folders and job trend information were very useful.
- Well done.
- Worth the time.
- Nicely done.
- Thanks!
- Thanks for the opportunity.

CGP/Goal 22
JG:sg
3/81

What testing services are available?

Various testing services are provided as part of the Diagnostic Assessment Career Center to help you determine your capabilities, learning problems, vocational interests, aptitudes, level of achievement, and/or other personal problems.

Why should I take an intelligence test?

This test can make educational and program planning easier by helping you determine your capabilities, strengths and weaknesses.

What does an aptitude test tell me?

Aptitude tests can help you with career planning by measuring your levels of ability, strengths and weaknesses in various areas. (These areas include dexterity, perception and verbal, abstract, numerical and other skills.) These tests can also help you gain experience in taking the types of tests you may encounter when looking for employment.

What can I learn from a vocational interest test?

This test determines what types of careers do and do not interest you. It also indicates what abilities you will need for the types of careers you are most interested in. It illustrates your preferences in dealing with data, people or things, and can provide valuable information about 130 career areas.

What other career searches are available?

The Guidance Information System can help you find careers that interest you from among 1200 specific careers. Detailed information about each career is also available.

How do personality inventories help?

They can direct your career choice to the working environment, occupational trends and requirements that suit you best by identifying your needs and values in these areas. These tests may be requested by a counselor if you are having a personal problem.

Who can take the tests?

The tests are available to students currently enrolled at Pima and to potential students who need the information for educational or career planning. The aptitude tests are required of all candidates for the Dental Assistance and Dental Laboratory Technician Programs.

How much do the tests cost?

The tests are free.

When are the tests available?

You should make an appointment to take an aptitude or intelligence test. (The aptitude test takes about 1½ hours; the intelligence test takes about an hour.) No appointment is necessary to take the vocational interest and personality inventory tests.

What happens after I finish the tests?

A counselor and/or vocational assessment specialist will be available to review all of the results with you, help you interpret the results, answer your questions and help you make decisions about your career and educational plans. They can help you decide whether you need to continue your search, and can tell you where to find more information about careers. They can also refer you to the appropriate places for help with other needs.

STRATEGIES

FOR RECRUITMENT

STRATEGY: Using Visual Aids

PURPOSE: To provide student information

DESCRIPTION: Use eye catching visual aids to alert students to general or recruitment information in the counseling office.

TARGET AUDIENCE: Students

KEY PEOPLE: Artist or printer

FIELD TESTED: Tucson High School Counseling Office

EXAMPLE:

BADGERS:

THIS IS WHAT YOU NEED

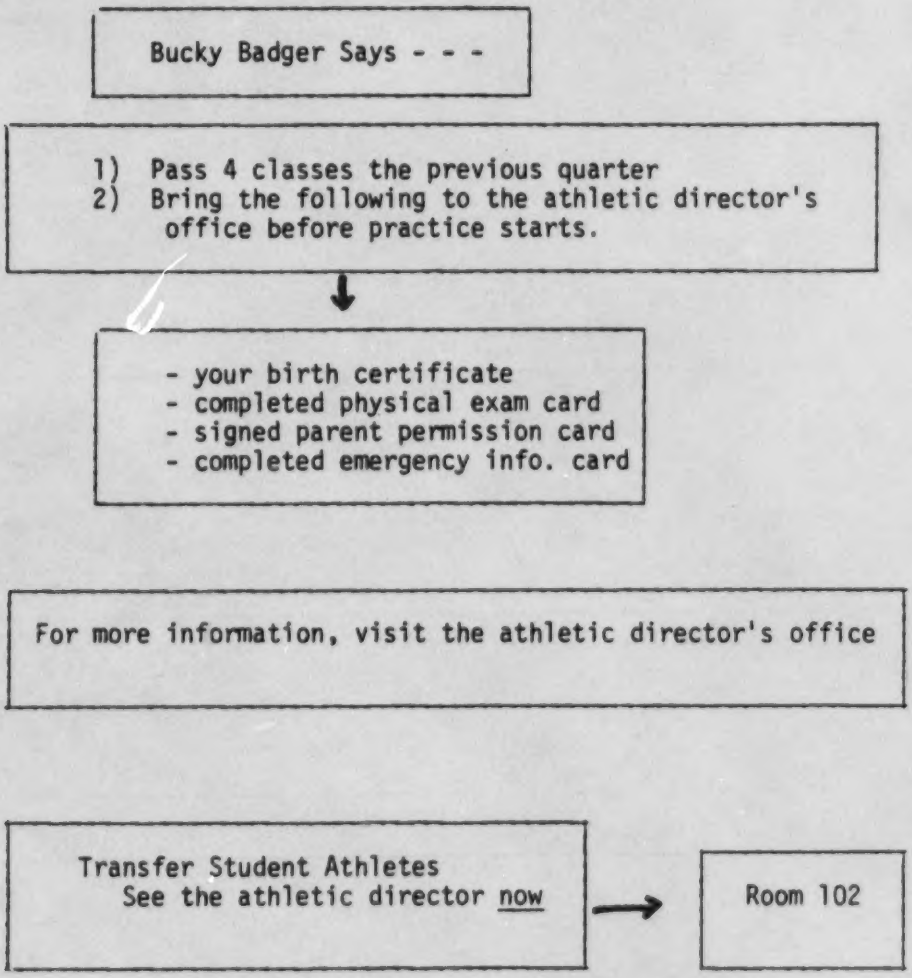
TO GRADUATE

FROM TUCSON HIGH

English	4 credits
Math	2 credits
Science	2 credits
American History	1 credit
Free Enterprise	½ credit
Physical Education	2 credits
Health	¼ credit
Driver's Education	¼ credit
Electives	7 credits
Total:	19 credits

P.S. One credit is one class for one year

EXAMPLE: (Use white boxes and arrows with black letters on red posterboard.)


Bucky Badger Says - - -
1) Pass 4 classes the previous quarter
2) Bring the following to the athletic director's office before practice starts.
- your birth certificate
- completed physical exam card
- signed parent permission card
- completed emergency info. card
For more information, visit the athletic director's office
Transfer Student Athletes
See the athletic director now
Room 102

STRATEGY:	Alphabetical Student Card Index
PURPOSE:	For recruitment in cooperative programs
DESCRIPTION:	A 3x5 card is established for each student, listing their career goal and school plans. The cards are used to call students in for speakers and other special events in their interest areas.
TARGET AUDIENCE:	All students
KEY PEOPLE:	Career counselor
FIELD TESTED:	Amphitheater High School, Bev Dutz

PROCEDURE:

1) Fill out cards whenever students come in to the center. Keep on file.

2) When you want to notify students of a particular speaker presentation or event, refer to the cards.

3) Prior to registration, go through the sophomore file and call in business-interest students to tell them about COE and DECA programs, counseling them into experiences which are profitable.

STRATEGY: Small group tours of vocational areas

PURPOSE: Recruitment

DESCRIPTION: Student guides lead groups of interested sophomores through the shop areas prior to registration. The tours do not disrupt work in progress.

TARGET AUDIENCE: Sophomores

KEY PEOPLE: Vocational Teachers, Career counselor, Student guides

FIELD TESTED: Tucson High School Vocational Faculty

PROCEDURE:

1) Have a meeting to choose dates, times.

2) Plan publicity and sign-up procedure

3) Have a meeting to train students to lead the tour; enlist the aid of the career counselor.

4) Have brochures available for guests

5) Have tour guides stop briefly outside the door of each shop area where it is quiet to give a brief overview and explanation of what goes on there before going inside.

6) Give the students an idea of what to expect and what to look for

7) When entering the shop, have guide introduce instructor, and then let the instructor go back to his work

8) When leaving the shop, stop again briefly in the hall to allow visitors to ask questions before going on to the next shop area.

note: the success of this strategy depends on the student guides themselves, and how well they conduct the tour. Therefore, their training by the career counselor is important.

STRATEGY:	Meeting Between Vocational Teacher and Counselor
PURPOSE:	To increase counselor awareness of the program.
DESCRIPTION:	Scheduled orientation meeting between vocational teacher and counselor to discuss program offerings prior to student registration.
TARGET AUDIENCE:	School counselor(s)
KEY PEOPLE:	Vocational teacher, counselor
FIELD TESTED:	Sabino High School, Margaret Richardson

PROCEDURE:

1) Schedule annual appointment with freshman counselor(s).

2) Take a copy of a detailed course outline to meeting.

3) Go over specific details from course outline with counselor.

4) Exchange ideas and answer questions informally.

5) Provide counselor with additional information to help him/her increase understanding of the course in order to recommend it to students.

STRATEGY:	Student Accomplishment: Building a Reputation
PURPOSE:	To recruit students by word of mouth.
DESCRIPTION:	Informal recruitment into vocational classes by encouraging students to "show and tell" what they have accomplished in these classes.
TARGET AUDIENCE:	Students not currently enrolled in vocational classes.
KEY PEOPLE:	Students in vocational classes who are proud of their accomplishments.
FIELD TESTED:	Catalina High School, Truman Haynes

PROCEDURE:

1) Encourage students to talk about their accomplishments with other students.

2) Have students show and demonstrate their skills to interested students who are passing by the work areas.

3) Encourage students to invite friends into these classes for observation or recruitment purposes.

STRATEGY:	Vocational Education Fair Display
PURPOSE:	To help students in making decisions about which courses to take.
DESCRIPTION:	A display is set up in the library prior to registration for the purpose of promoting vocational programs to students. Freshman and sophomore English classes come to the library and go to designated tables for information, asking questions of the students there.
TARGET AUDIENCE:	Ninth and tenth grade students.
KEY PEOPLE:	Vocational teachers, students in vocational classes, counselor or teacher to act as coordinator of this event.
FIELD TESTED:	Tucson High School

PROCEDURE:

1) Set a date and time. Reserve the library for the displays.

2) Arrange with English teachers to schedule times for their classes to cycle through the fair. Hold informal orientation for the English teachers or send them a note soliciting their cooperation and support in this effort.

3) Arrange with vocational teachers to plan and set up displays. Request that they assign students to remain at each display to answer questions.

4) Have vocational teachers double-check to make sure that students assigned to each display have all the information they need to answer questions. (Counselors could schedule a short informational session for all students manning the displays.)

5) Arrive early on the day of the fair to help in setting up the displays so they are visually appealing.

6) Hold the fair.

7) Ask English teachers to follow up with a discussion and sharing session of what was seen, the value of this event, and other relevant impressions of the fair.

STRATEGY: Industrial Arts Brochure

PURPOSE: Recruitment

DESCRIPTION: A brochure is made to describe all the course offerings in industrial arts.

TARGET POPULATION: Students and parents

KEY PEOPLE: Teachers, printshop

FIELD TESTED: Catalina High School

PROCEDURE:

1) Determine how you will use the brochure

2) Determine a budget, and whether you will print or mimeograph

3) Make a list of all the vocational programs

4) Write a brief summary of each course, including:
   name of course
   skills covered
   scope of the course in relation to careers

5) Write an introductory paragraph to describe vocational education in general

6) Design a cover that is non sex-biased, eye-catching, and black and white.

7) Print the brochure (see sample attached)

Your entire
FUTURE
depends
on your career . .
choose it wisely!

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For further information contact the Student Services Center, Catalina High School, 3645 East Pima Street, phone 791-633[illegible]

CATALINA HIGH SCHOOL
3645 EAST PIMA STREET
TUCSON, ARIZONA 857-16

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Industrial
Arts

The opportunity is . . . NOW. Enroll in INDUSTRIAL ARTS

ENERAL METALS 1 & 2
rades 9, 10, 11, 12 Pre-requisite - none. One year. A ries of four nine week courses designed to provide xploratory experiences in machine shop, sheet metal, rafting, welding, and electricity.

/ELDING 1 & 2
rades 10, 11, 12. Pre-requisite - General Metals. One ar. Students will learn various techniques and ethods used in cutting and joining metals with oxy- etylene and arc welding equipment.

RAWING & BLUEPRINT READING
rades 9, 10, 11, 12. Pre-requisite - none. One emester. The course will cover the basic fundamentals drafting and experiences needed to interpret ueprints.

ECHANICAL DRAWING 1 & 2
rades 9, 10, 11, 12. Pre-requisite - none. One year. n exploratory course designed to introduce students all phases of drafting and related technical formation.

ECTRONICS 1
rades 9, 10, 11, 12. Pre-requisite - General Metals or ysical Science. One year. A laboratory approach is ed to introduce various basic circuits, component nctions, and schematic diagrams used in electronic ar.

ECTRONICS 2
rades 11, 12. Pre-requisite - Electronics 1. One year. stems analysis, testing and trouble-shooting tech- ques help the student devise efficient problem lving methods with electronic systems.

ECTRONICS 3
ade 12. Pre-requisite - Electronics 2. One year. signed to help students understand more complex, tailed electronic functions and devices.

XPLORATORY AUTO SHOP 1 & 2
ades 10, 11, 12. Pre-requisite - General Metals. One ar. Designed to give the student a basic understanding of the automobile, as well as some [illegible] servicing the various automobile

AUTO 3-6
Grades 11, 12. Pre-requisite - Exploratory Auto. One year. Designed for pupils who desire further practical experience in auto maintenance and repair.

SHEET METAL 1 & 2
Pre-requisite - General Metals. Grades 10, 11, 12. One year. Presents the basic phases of sheet metal work; drawing, layout, and fabrication. This involves the correct use of hand and power tools needed for the developing and forming of sheet metal objects.

MACHINE SHOP 1 & 2
Grades 10, 11, 12. Pre-requisite - General Metals. One year. Covers the various functions of such basic 'machine tools' as the metal lathe, drill press, vertical and horizontal milling machine, shaper, surface grinder and band saw. Blueprint reading, use of instruments, heat treatment, tool grinding and metal finishing are included in this course.

WOODWORKING 1 & 2
Grades 9, 10, 11, 12. Pre-requisite - none. One year. The first semester covers the care and use of common hand woodworking tools. The second semester provides instruction in the use of modern woodworking machines, including the circular saw, lathe, surfacer, jig saw, band saw, jointer, drill press, router and radial arm saw.

WOODWORKING 3-8
Grades 9, 10, 11, 12. Pre-requisite - Woodworking 1 & 2. One year. Provides progressively more complex uses of woodworking tools and materials.

MACHINE DRAWING 1 & 2
Grades 10, 11, 12. Pre-requisite - Mechanical Drawing. One year. Covers machine detail drawings, technical sketching, precision dimensioning, schematics, tool design and related information on materials, and specifications.

ARCHITECTURAL DRAWING 1 & 2
Grades 10, 11, 12. Pre-requisite - Mechanical Drawing. One year. Provides students with the drafting skills and related information needed to complete residential construction plans and specifications.

MACHINE SHOP 3-6
Grades 11, 12. Pre-requisite - Machine Shop 1 & 2. Progressively more complex work; particularly on milling machines, shaper, and grinder. Machine maintenance and leadership training are included in Machine Shop 5 & 6.

WELDING 3-6
Grades 11, 12. Pre-requisite - Welding 1 & 2. Additional practice on basic welds with an introduction to multi-position welds, pipe welding and TIG welding.

TECHNICAL DRAWING 1-4
Grades 11, 12. Pre-requisite - Arch. Dr. 1 & 2 and or Mach. Dr. 1 & 2. One year. Includes individual problems according to pupil's experience, ability, and interest in drafting.

PRINTING 1-6
Grades 10, 11, 12. Pre-requisite - A permission course, successful completion of Graphic Arts Photography & Printing. Printing 1-6 is a production class in which students plan, design and reproduce printing such as tickets, posters, and programs.

GRAPHIC ARTS, PHOTOGRAPHY, PRINTING
Grades 9, 10, 11, 12. Pre-requisite - none. An overview of the basic processes (continuous tone photography, relief printing, screen process printing, intaglio printing, offset printing, and bindery operations) involved in producing a communication.

PHOTOGRAPHY 1-6
Grades 10, 11, 12. Pre-requisite - Graphic arts, Photography, and Printing. Permission course. Designed for those interested in photography as a hobby and for those who desire a vocation in the communication arts. Students from these casses are picked to do publication photography for the yearbook and newspaper.

STRATEGY:	Vocational Day for Junior High Students
PURPOSE:	To motivate junior high students in vocational programs.
DESCRIPTION:	Groups of twenty junior high students (at a time) are bused to the high school and assigned to a senior high "buddy" for a 90 minute segment. During this time, they receive orientation to all vocational classes, including some hands-on experiences.
TARGET AUDIENCE:	Junior high students
KEY PEOPLE:	High school students
FIELD TESTED:	Tucson High School, Bill Welch

PROCEDURE:

1) Secure administrative approval and support.

2) Set date and time.

3) Arrange details with the junior high teacher or counselor sponsoring this event.

4) Make transportation arrangements.

5) Select high school students for the buddy system.

6) Provide training session for high school "buddies" allowing them to practice what they will show the younger students. Demonstrate what you would like them to cover.

7) Stress safety precautions. Check equipment and provided goggles, aprons, etc., for student observation.

8) At the scheduled time, send "buddies" to their junior high partners and begin the hands-on experience.

STRATEGY:	High School Students Teaching at the Junior High
PURPOSE:	To provide hands on experience for junior high students
DESCRIPTION:	High school electronics students go to feeder junior high schools to involve students interested in electronics through some hands-on experience.
TARGET AUDIENCE:	Junior high students
KEY PEOPLE:	Teachers at junior and senior high schools, students as instructors.
FIELD TESTED:	Tucson High School, John Dawson

PROCEDURE:

1) Establish contact with interested junior high teachers.

2) Gather materials from list below. Make, buy or scrounge whatever is needed.

3) Schedule date and time.

4) Select high school students to be presentors/facilitators.

5) Arrange for these students to be excused from their classes.

6) Outline tasks and disseminate information for student presentors.

7) Have a practice session, with a high school class pretending to be junior high students.

8) Arrange for transportation of students and materials.

9) Hold the event, requesting evaluative feedback from the junior high teacher and students.

Materials needed (based on a class of twenty students):

a. Twenty circuit boards, two inch maple frame with felt on ¼ inch plywood backing.
b. Lots of velcro back tabs.
c. Twenty small (4 ohm) speakers.
d. Twenty audio output transformers.
e. Twenty general purpose transistors
f. Twenty 5,000 ohm potentiometers
g. Twenty switches.
h. Twenty 9 volt batteries.

STRATEGY:	Promoting the Successes
PURPOSE:	Selling the program; communicating the program to others.
DESCRIPTION:	Teachers of the vocational areas share their successes with other teachers, and with the school at large, by holding a special event, or inviting others into the area.
TARGET AUDIENCE:	Students and teachers within the building.
KEY PEOPLE:	Administration, department heads, individual teachers
FIELD TESTED:	Sunnyside High School

EXAMPLES:

1) Hold a fashion show, modeling the clothes made in sewing class:
This could be before or after school, during lunch, during class time, inviting another class to be the audience, etc.

2) Hold a luncheon, to promote cooking class:
Sell tickets to faculty -- reservations in advance, etc.
Have a theme, such as a Hawaiian brunch.
Put your class with others, combine lunch/fashion show.

3) Have a hall display of items made in wood shop, etc.

4) Take orders for items made in shop areas, and mass produce them. Perhaps small things such as bookends, or wrought iron trivets, etc.

STRATEGY: Junior High Orientation Week

PURPOSE: Orientation to high school. Recruitment of students into high school classes that interest them.

DESCRIPTION: High school department heads present orientation of their programs to junior high student groups prior to registration for high school.

TARGET AUDIENCE: Incoming 9th graders

KEY PEOPLE: Administration, department heads and junior high teachers

FIELD TESTED: Sunnyside High School (1971 - 1981), Apollo Junior High, Sunnyside Junior High

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PROCEDURE:

1) Administrators at the junior and senior high schools select one week sometime prior to registration of students.

2) Administrators inform department heads of the day for their presentation.

3) Three department heads go on a given day.

4) Space is designated at the junior high for the presentations. (The cafeteria, a large classroom, the auditorium)

5) Junior high students are scheduled for presentations in groups of 60-90 students.

6) Presentations are made, using student handbook and course descriptions.

VARIATIONS:

1) Some department chairmen use slide presentations which include a variety of students in the slides -- male and female in non-traditional classes, handicapped, and minority students.

2) Some department chairmen bring students to talk.

STRATEGY: Junior High Orientation Tour

PURPOSE: Orientation to high school.

DESCRIPTION: Eighth graders tour the high school in groups of eight to ten with high school student guides – the smaller the groups, the better. This is most beneficial if done just prior to registration.

TARGET AUDIENCE: Incoming ninth graders

KEY PEOPLE: Student council members, other high school student leaders.

FIELD TESTED: Tucson High School, Counseling department.

PROCEDURE:

1) Set up dates and time slots for tours. Select student guides.

2) Train student guides during several sessions.
   a. Focus on such areas as:
      group management in halls and classrooms
      how to elicit questions
      being an effective group leader
   b. Stress:
      key points to mention during tour
      highlights of areas to include as stops along the way

   (One session could include a practice tour with the teacher/trainer giving examples of important points to cover and suggestions of stops to make.)

3) Inform teachers of the coming invasion. (Ask student guides to keep their groups quiet when visiting a classroom while work is in progress.)

4) Decide on the length and scope of the tour. Include a couple of academic areas, a P.E. class, and a vocational class or two, if possible.

5) On tour days, send groups of 5-8 students with each guide.

6) After the tour, bring groups of 20-30 students to one location for general question and answer session.

STRATEGY:	Junior High Orientation through Slide/Tape Presentation
PURPOSE:	Familiarize students and parents with high school programs.
DESCRIPTION:	An evening meeting of parents and students is held at the junior high. The high school principal talks and slides are shown which represent all departments and programs in the high school.
TARGET AUDIENCE:	Eighth grade students and their parents.
KEY PEOPLE:	High school counselor, photography teacher, high school principal.
FIELD TESTED:	Safford Junior High School, by Tucson High School principal and counselor.

PROCEDURE:

1) Determine date, time and location for orientation program.

2) Have high school photography class update slides so eighth grade students will recognize familiar faces in each program.

3) Advertise meeting via mail, students, notices or other available means.

4) High school principal conducts meeting beginning with short talk.

5) Slides are shown.

6) Principal and counselor field questions.

STRATEGY: Annual Junior High Orientation to Business Ed. Classes

PURPOSE: Recruitment

DESCRIPTION: Teacher goes to junior high with slide tape program, an informal talk, and some students to answer questions from the junior high students.

TARGET AUDIENCE: Incoming 9th graders

KEY PEOPLE: Administrators at both high school and junior high school, audio visual instructors, business education teachers, high school business ed. students.

FIELD TESTED: Sunnyside High School

PROCEDURE:

1) Secure date for presentation/orientation at the junior high.

2) Secure permission and support from administrators and teachers at both schools.

3) Prepare slides, with assistance of the A.V. department.
update each year
use creative ideas/headers for slides
solicit non-traditional students by using same in the slides
use non-traditional students in group you take to the junior high

4) Prepare the talk, emphasizing these points:
a. importance of businesseducation
b. how it can lead to a part time job or a full-time career
c. how it can provide college support money
d. how it provides personal development and skill development
e. how it offers opportunities for club activity
f. VICA, DECA and FBLA

5) Go to the junior high -- present slides, talk, and students.

VARIATIONS:

Applicable to other vocational subjects as well....

STRATEGY: Junior High Orientation for Industrial Education

PURPOSE: Inform students of opportunities in these areas at the high school level.

DESCRIPTION: High school Industrial Arts students and teachers visit junior high schools, present orientation to programs via slide tape and literature, and answers questions from junior high students.

TARGET AUDIENCE: Junior high students and teachers

KEY PEOPLE: Junior high librarian and counselors, high school counselors, school administrators

FIELD TESTED: Catalina High School

PROCEDURE:

1) Secure date and location.

2) Prepare and update slide program with recent pictures and events.(Include several with ninth graders whom these students have known from the previous year.)

3) Select two high school students from each skill area for the visitation.

4) Arrange for transportation.

5) Inform and acquaint students with information which junior high students may request.

6) Go to junior high:

   a) Familiarize students with high school courses of study.
   b) Distribute literature and course descriptions to students (include self addressed provision on literature to handle questions about the department.)
   c) Have high school students field questions.

STRATEGY: Vocational Program Week

PURPOSE: To promote recruitment.

DESCRIPTION: Vocational programs are highlighted in the Career Center for one week prior to registration in the halls and in the announcements. Vocational students talk to biology classes about the program during this week.

TARGET AUDIENCE: Students

KEY PEOPLE: Vocational teachers and students, biology teachers.

FIELD TESTED: Amphitheater High School

PROCEDURE:

1) Vocational teachers meet with Career Center counselor to describe needs.

2) Plans are made for the vocational programs week.

3) Teachers write flyers describing current programs (see attached).

4) Print flyers for distribution for Career Center.

5) Make posters for the hall.

6) Ask Career Center to serve as information center: distribute flyers, answer questions, refer students to teacher for applications, etc.

7) Request time to go into biology classes to describe program to all students.

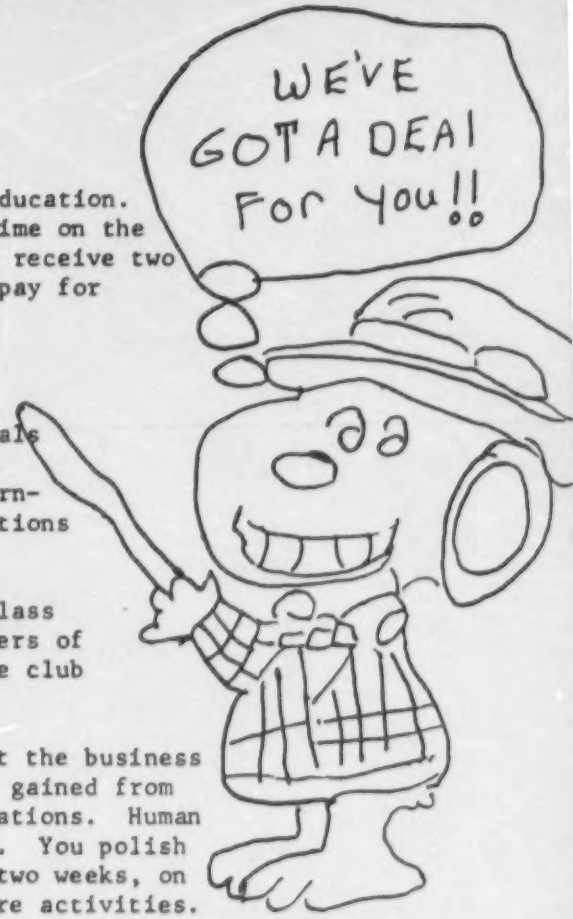
8) Have teams of vocational students go into biology classes to describe the programs personally.

9) Schedule these students in advance with permission and backing of science department.

10) Coach the students in their presentations, keeping them brief and interesting. Describe the high points of the vocational program, and let sophomores answer questions.

Note: This strategy doubled the number of students requesting information and applications.

COOPERATIVE OFFICE EDUCATION



What is COE? COE stands for Cooperative Office Education. There are three parts: one hour of class time, time on the job, and the co-curricular club. Not only do you receive two hours of credit for this program, but you receive pay for learning.

What is great about being in COE?

The COE students are a selected group of individuals who are given permission to leave school early to travel to their place of employment. They are earning money on the job. Many of the part-time positions will become full-time jobs after graduation.

The COE Club is co-curricular which involves in-class meetings as well as outside activities. All members of the COE Program are required to participate in the club activities.

What do you do in class? In class you learn about the business world. You find out how the skills and knowledge gained from other business courses actually fit business operations. Human relations in business is important in this course. You polish your skills and learn some new ones. Once every two weeks, on the average, you have club meetings and plan future activities.

What kind of jobs do you go into in COE? All kinds! You can go into almost any field of business using office employees. Some of the students in the program this year are working for banks, doctors, real estate companies, various large and small companies, the City of Tucson, the district administration office and even at Amphi High School.

What goes on in the office? You learn responsibility, human relations, and generally about the business world, not only from your supervisor but from personal experience.

How many hours do you work and how much do you make per hour? This varies with each student and each job, but the average is 15 hours per week, with beginning wage averaging $2.65 per hour.

What are the requirements for COE?

Average or above grades are needed, at least two business courses completed (one must be typing), 16 years of age, excellent attendance and tardiness records, enthusiasm, maturity, and transportation to and from work are some of what it takes to be selected. You should also be graduating in the spring.

How to Apply for COE: Pick up an application from the COE Coordinator, Mrs. Wunder, in the Business Department; from any other business teacher, or from your counselor. Return the completed application form to Mrs. Wunder and she will inform you of your interview time and date. Due to limitations, COE students are selected from eligible students by the COE Coordinator.

CATCH THE ADVANTAGE!

Are you interested in bettering yourself? The two year program of Marketing and Merchandising prepares you for careers in many areas of the retail business world. You will acquire skills that enable you to be a better employee, learn management techniques, how to problem solve and the many aspects of working in a retail outlet.

First Year - MARKETING

The Marketing class will teach you the basics of job interview, personal selling, advertising, and display. You will get a chance to show your work and even get out and use it in a real job situation. In the Marketing class you will experience all the fun and hard work of the retail field.

Second Year - FASHION MERCHANDISING OR GENERAL MERCHANDISING

In the second year course you will follow through with everything you have learned in Marketing and more. Each course will place you in a job, where you will earn money & an extra credit.

FASHION MERCHANDISING is the newest course in Amphi's curriculum. You will get a job working with Apparel and Accessories and and learn from a management point of view how to operate a clothing department or a fashion store. You will learn the basics of fashion buying, sales, designs, trends and news of the retail world.

GENERAL MERCHANDISING teaches all the basic aspects of merchandising. You will work in and learn about all types of retail businesses except fashion.

Both of these classes give you two credits,one for the job and one for the class. Also included at the end of the two year course is your Free Enterprise credit, a requirement for graduation.

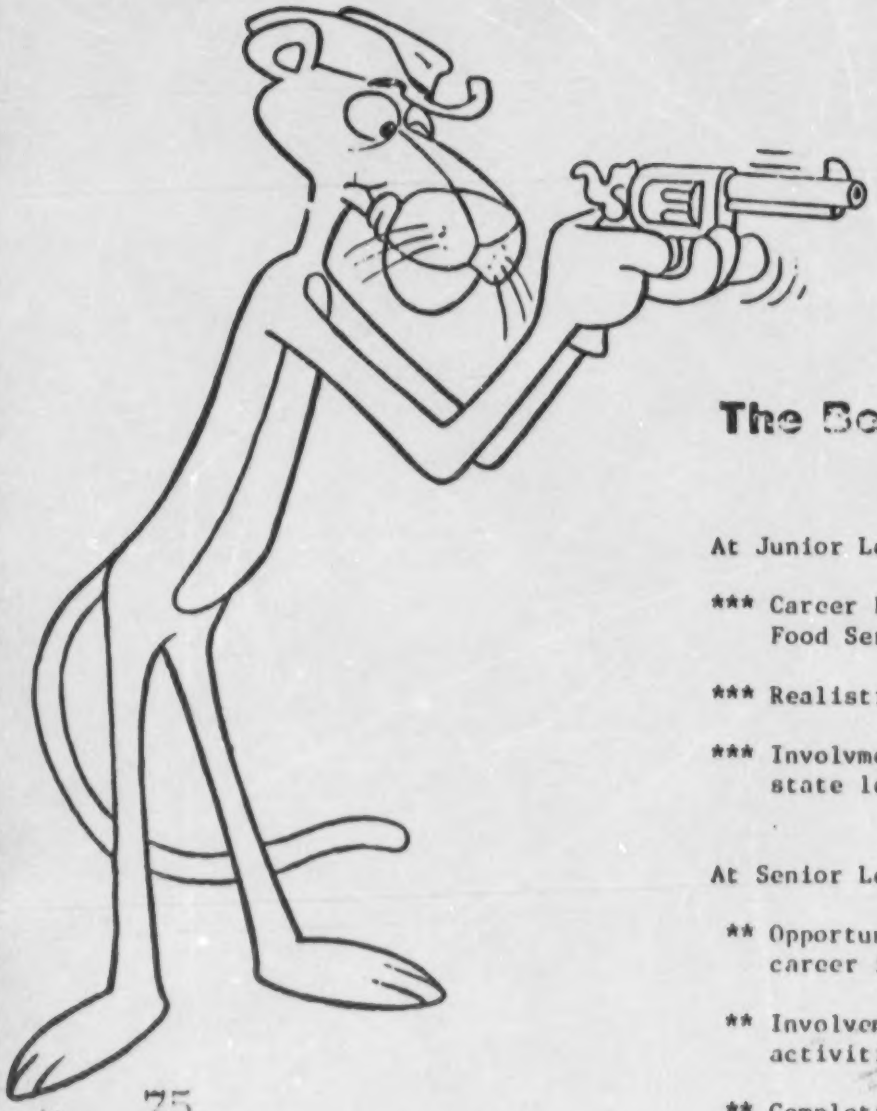
DECA - DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DECA is a vocational club. It will give you a chance to use skill you learned in your classes. You will get a chance to compete with hundreds of other DECA students at the Arizona DECA Conference and perhaps go on to Nationals.

Throughout the year you will participate in community service activities. You will be lending a helping hand to those who need it.

OPEN YOURSELF UP TO NEW EXPERIENCES

AIMING FOR A GREAT CAREER



The Benefits of HERO are ...

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At Junior Level

*** Career Exploration in Child Care, Fabrics and Fashion, Food Service, and Interior Design

*** Realistic visits to person's currently in careers

*** Involvment in club activities at local, regional and state levels

At Senior Level

** Opportunity to be employed and obtain credit in your career interest area

** Involvement in leadership development through club activities

** Completion of a full year also meets Free Enterprise requirement necessary for graduation

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For more information see Mrs. Vesely or Mrs. Cerny in Home Economics.

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AMPHITHEATER HIGH SCHOOL

FOOD SERVICE CAREERS

If you like FOODS and PEOPLE then this is a great career course for you to sign up for. Consider Food Service Careers. Did you know there are over 100 different kinds of jobs in Food Service in Tucson alone and that the pay range is from minimum wage to over $50,000 per year.

To learn more about Food Service Careers consider the courses below which will be taught in the all new Food Service Room and by a person with real experience in the restaurant field.

HERO Food Service Careers JUNIORS

Study Food Service Careers and learn to prepare foods for 50 to 100 persons. Learn the techniques and skills that are necessary for top pay positions. You will also earn Free Enterprise credit as you study the business aspects of the Food Service Industry and our economy. This course will prepare you for on the job placement during your Senior Year.

HERO Co-Op Food Service SENIORS

This is a cooperative program between the school and the business community to provide practical on-the-job training in Food Service and Hospitality Careers. Two credits are earned: one for the class and one for on-the-job experience. Credit is earned only upon completion of the year-long course. You will be involved in experiences so that you can expand your potential to perform successfully on the job and advance on a career ladder to your goal of job enjoyment and a good income.

STRATEGY: Panel in Biology Classes

PURPOSE: Recruitment for Cooperative Education Programs

DESCRIPTION: A small group of students go to biology classes for the first ten minutes of each science period to sell the program.

TARGET AUDIENCE: Sophomores

KEY PEOPLE: Biology teachers, Cooperative program personnel

FIELD TESTED: Amphitheater High School

PROCEDURE:

1) Contact the biology teachers in a memo with what you want to do

2) Set a date and times. Check with heads of departments to avoid conflict

3) Choose students you want to go into the classes -- extroverts

4) Explain the program, give student salespersons tips

5) Take handouts

6) Tell students to send interested sophomores to talk to you, the teacher.

   note: At Amphitheater, teachers got administrative approval for students to have 15' at the end of each hour to go and visit other teachers about courses they wanted to take next year.

7) Have upperclass students mention equipment used in the area, and some statistics about where the jobs are.

8) This strategy was successful, particularly when put in conjunction with the one week blitz in the career center. It resulted in a greater number of students inquiring about the program.

STRATEGY:	Student Speaker Panel
PURPOSE:	To encourage recruitment of students into vocational programs
DESCRIPTION:	Four or five outstanding students serve as a panel in English or Science classes to describe vocational programs. Including some non-traditional speakers, have students talk for five minutes each, fielding questions after all have spoken, and bring samples of work they have completed in those classes.
TARGET AUDIENCE:	Students in academic classes.
KEY PEOPLE:	Student leaders, counselors, English or Science teachers.
FIELD TESTED:	Tucson High School, Bill Monroe and George Hoffman.

PROCEDURE:

1) Select outstanding junior and senior vocational students to serve as panel in freshman and sophomore classes.

2) Encourage non-traditional students (e.g. female in drafting, boy in shorthand) to participate as speakers.

3) Set up schedule of presentations with English or Science teachers.

4) Determine whether you want to plan this as an independent activity or to correlate it with counselor orientation procedures.

5) Follow school policy for releasing student panel speakers from their classes. (Depending on the size of the panel, students may not need to miss an entire class. Plans could be made to schedule the panel for the first half of a class period.)

6) Spend planning time with student speakers, offering suggestions of information to share and points to cover.

7) Suggest that student speakers close each panel presentation with an invitation to freshman and sophomore students to visit the vocational departments and to schedule appointments with teachers involved in these programs.

STRATEGY:	The Home Economics/Science Connection
PURPOSE:	To provide linkage between vocational and academic subject areas.
DESCRIPTION:	An assembly-type presentation is set up for all science classes and teachers to allow home economics teachers to explain their programs.
TARGET AUDIENCE:	All high school science students and teachers
KEY PEOPLE:	Home Economics Teachers
FIELD TESTED:	Amphi High School: Spring 1981, Shirley Breinig, Jean Farmer, Jan Veseley, Lucy Cerny, Candy Hooper and Nancy Graham

---

PROCEDURE:

1) Schedule an assembly area (such as the HERO room) for one day in the spring.

2) Request substitute teachers for the home economics classes.

3) Plan a presentation for all consecutive periods for science classes throughout the day. Invite teachers to come and bring their classes.

4) Plan the presentation to demonstrate the aspects of science that are present in home economics, as well as to briefly describe each of the home economics areas.

5) Distribute a nutritional brochure available from the Extension Agency to every student in the audience. The brochure refers to salt, sugar, and fat in the diet. Have teachers take turns talking about the different substances in the diet using chemical equations.

6) During the discussion of salt, distribute a salt-free snack to the audience. As the topic of sugar is discussed, pass out a sugar-free snack for sampling.

7) Some of the materials may be ordered from the Dairy Council.

8) If available, use slides for part of the presentation.

9) Spend the first half of the hour discussing the science connection; and devote the last half to a brief overview of each course offered in home economics.

10) Use home economics students and their projects in the presentation, when possible. For example, boys and girls from the sewing class were used to model the down hiking vests they had made.

Additional Strategies for Recruitment

1) To recruit for shorthand, make poster of student names in shorthand. Ask at the bottom: Is your name here?

2) To recruit for typing, find out when students' English papers/reports are due, and allow typing credit,too. (Good P.R. and communication,too)

3) Bring back recent graduates to talk about experiences since graduation.

4) Get students and parents on committees.

5) Set up exploratory or rotational classes to give students some "safe" hands on experience.

6) Encourage more parent awareness; ask students,"What would it take to get your mom or dad to visit the class"?

7) Ask parents to come in to be on career panels, to describe their work.

8) Set up a beginning survey course in home survival skills. Include basic car maintenance and repair, basic electronics, basic plumbing, and woodworking. Hold the course in the summer and encourage parents and people in the neighborhood to take it as well.

9) Let students see you, the teacher, as a human being. Treat them as human beings.

10) Start a special interest group such as a ping pong club.

11) Always encourage the positive when teaching.

12) Involve school media in program activities: P.A. system, bulletins, posters, newspaper articles, photos, etc.

13) Have students out on the lawn during lunch or before or after school, demonstrating welding, or words, or whatever. Have one student do the demonstration, and the other answer questions from onlookers.

14) Have students display their work in halls, display cases once or twice a year.

15) Bring in former graduates to speak on current successes.

16) Establish cooperation and frequent communication between shops so students learn about other shop areas while in one.

17) Have student of the month from an elective class at the junior high spend half a day in a smiliar class at the high school.

18) Have an "each one ask one" day. Students invite a friend to visit for a class period.

19) Hold an open house for eighth graders. Have high school students demonstrating equipment. Have refreshment.

STRATEGIES

FOR CAREER PLANNING

USOE OCCUPATIONAL CLUSTERS

Business and Office
Marketing and Distribution
Communication and Media
Construction
Manufacturing
Transportation
Agri-Business and Natural Resources
Marine Science
Environmental Control
Public Service
Health
Hospitality and Recreation
Personal Services
Fine Arts and Humanities
Consumer and Homemaking

CAREER EDUCATION ELEMENTS

Self Awareness: The student will recognize and understand his own interest, aptitudes and achievements and how they relate to his own goals. He will understand that he has responsibility to himself and others.

Decision Making: The student will be able to apply information to rational processes to reach decisions. He will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action.

Beginning Competency: The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities. He will develop the skills required to identify the objectives of a task, specify resources required, outline procedure, perform operations, and evaluate the product.

Employability Skills: The student will gain skills in the ability to work in groups, follow directions, accept responsibility, and maintain personal interaction skills.

Appreciation and Attitudes: The student will understand the role of leisure and the arts in achieving self satisfaction and develop an understanding for the value of work and continual learning.

Education Awareness: The student will recognize that educational experiences are a part of his career goal and understand the educational requirements needed for entry into occupations in certain career areas.

Economic Awareness. The student will understand the relationship between personal economics, life-style and occupational roles; the range of social and economic benefits associated with various occupations; and the relationship of his present and anticipated occupational status to economic trend found in his community, state, and nation.

Career Awareness: The student will understand the variety of occupations found in the world of work and the way in which occupations relate to the need and functions of society.

STRATEGY:	Using the JOB-O with a Four-Year Plan
PURPOSE:	To enhance career and educational awareness.
DESCRIPTION:	The JOB-O is administered and self-scored in freshmen English classes. It is followed up by a work session using the four-year plan to help students see the connection between certain courses and their future plans.
TARGET AUDIENCE:	All freshmen
KEY PEOPLE:	Counseling staff
FIELD TESTED:	Tucson High School, Cece Hall, Lupe Herrera, Deanna Taylor, Richard Force

---

PROCEDURE:

1) Choose a four-year plan to fit your own school situation. (See sample on following page.)

2) Administer the "JOB-O" interest inventory in freshman classes. It is self-scored and contains education and salary information for each career on the answer sheet, which students keep.

3) Keep answer sheets for future reference.

4) In a follow-up session, go to the same classrooms to do four-year planning prior to registration.

5) Using one of the attached planning sheets, review graduation requirements. Explain why some classes are already written in, and what the options are, i.e. math, science and vocational options.

6) Explain that two credit vocational subjects such as HERO, DECA, vocational woods, etc., are two-hour blocks, and that students need to plan to fit other subjects around them.

FOUR YEAR HIGH SCHOOL PLAN
WORK SHEET

NAME_____ MATRIC #_____ COUNSELOR_____

9th GRADE	10th GRADE	11th GRADE	12th GRADE
ENGLISH	ENGLISH	ENGLISH	ENGLISH
P.E.	DRIVER'S ED HEALTH-F.E.	P.E.	AMERICAN GOVERNMENT
MATH/SCIENCE	MATH/SCIENCE	AMERICAN HISTORY	
*READING			

*Strongly Recommended

REQUIREMENTS: You need to take these classes in order to graduate.

English	4 years	Social Studies	
Mathematics	2 years	American History	1 year
Science	2 years	American Government	1 year
Physical Education	2½ years	Free Enterprise	½ year
Includes Health	½ year (9 weeks)		
and Driver Ed	½ year (9 weeks)	Electives	7 Units
		Requirements	13 Units
		TOTAL	20 Units

Educational Goal_____

Career Choice_____

SAMPLE SCHEDULE FOR NEXT YEAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ALTERNATES 1. _____

2. _____

3. _____

STRATEGY: Senior Checksheet

PURPOSE: Career Planning

DESCRIPTION: Seniors check a sheet listing choices/plans after high school; Counselors keep a record and notify students when a related speaker is going to be on campus.

TARGET AUDIENCE: Seniors

KEY PEOPLE: Counselor to do follow-up

FIELD TESTED: Tucson High School, Cece Hall

PROCEDURE:

1) A half-sheet ditto checksheet is made up for all seniors.

2) The sheet is handed out during homeroom and returned to the career center where the counselor files it in a small 3-ring notebook.

3) Whenever the army recruiter or a business school representative visits campus, there is a ready reference of names of seniors interested.

SENIOR CHECKSHEET

Name _____ Homeroom _____

I would like information throughout the year, as you get it, on the following:

Military:	College:	
_____ Air Force	_____ U of A	_____ Business School
_____ Army	_____ Pima	_____ Vocational School
_____ Marines	_____ Out-of-state	
_____ Navy	_____ Other in-state	
_____ Nat'l Guard		_____ Financial Aid
		_____ College Testing
		_____ Scholarships

Variation: This could be done with juniors as well.

STRATEGY: High School Peer Counseling Program

PURPOSE: To increase interaction between student services area and student body in general. To orient freshmen and transfer students to the campus and programs.

DESCRIPTION: Counselors select outstanding students to do orientation and group work with the GIS computer printouts for new students, and to do other group work with freshmen.

TARGET POPULATION: All students

KEY PEOPLE: Peer counselors and the counselors to train them

FIELD TESTED: Catalina High School, Bob Scheuneman, Sally Soike

---

PROCEDURE:

1) Counselors select, and faculty recommend students who have a positive self image, good peer relationships, and good decision-making skills.

2) Selected students are trained, given expectations for the program, and asked if they want to participate (commit themselves timewise)

3) Currently fourteen students are involved in the program at Catalina

4) Counselors conduct ongoing training

5) Counselors monitor and advise the program . They train students to operate the GIS computer based on a student search. They train students in basic listening and communications skills.

6) Peer counselors perform various outreach activities including new student follow-up, attendance follow-up on the phone, and assist counselors in classroom guidance.

7) Peer counselors are available each period throughout the day.

8) Peer counselors are tuned in to when advisees need to be referred to someone else for additional help

9) Each new student (transfer) is contacted by a peer counselor, given a campus tour, and the opportunity for continued contact with the peer counselor on a weekly basis.

10) Each freshman student in the school receives as a part of group counseling in the classroom: a four year plan, a GIS computer printout for an occupation of his/her choice.

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
255-4361

February 24, 1981

Mr. Robert Scheuneman, Counselor
Catalina High School
3645 East Pima
Tucson, AZ 85716

Dear Mr. Scheuneman:

Our congratulations on having your "Catalina High School Peer Counseling" accepted into Arizona's Quality Programs and Practices System. Your nomination shows you accepted a challenge, met your objectives and achieved meaningful results.

I am always delighted to see outstanding educators share the results of their hard work, and provide continuing evidence of the high quality of educational activity taking place in Arizona's public schools.

Through efforts such as yours, education in Arizona will continue to meet the needs of our dynamically changing society.

Sincerely,

Carolyn Warner

Mrs. Ronald H. Warner
State Superintendent

als

cc: Dr. Merrill Grant, Superintendent
Mr. Herbert Waesch, Asst. Superintendent
Mr. Anthony M. Roda, Asst. Principal Student Personnel

STRATEGY: Follow-up Study of Graduates

PURPOSE: To evaluate and justify school programs

DESCRIPTION: A questionnaire is sent out to graduates asking them to evaluate their high school experience. The questions have particular interest to vocational teachers, career counselor, and administration for planning those programs.

TARGET AUDIENCE: Graduates

FIELD-TESTED: Amphitheater High School, Beverly Dutz, 1977-1981

PROCEDURE:

1) Design the form with the questions you want to include (see next page)

2) Get administrative support for questionnaire and mailing costs.

3) Compile the results. Share with school board, administration, teachers. (Delete names of specific staff members)

Explanation:

Several follow-up studies have not been done at Amphitheater, beginning with the first class to have exposure to career education services of the career center. That exposure was slight, and is reflected in the survey results -- few students indicated that they had learned to write a resume, or do a job interview.

In 1981 the survey was sent to two groups of students for comparison. It was sent to the 1977 graduates, who had had one week of career guidance sometime in their career, and it was sent to the 1980 graduates, who had had four years of career guidance exposure. There was an appreciable difference in the results. In the 1980 graduates, out of 91 who responded to the survey, 81 said they had learned to write a resume. The school board and the school administration have found the survey a useful tool in evaluating programs and personnel.

The whole attitude toward the school seemed to be more positive in the 1980 graduates. They expressed a desire for more career education. They seemed to have a more mature understanding of their high school experience. Some students thanked the counselor for doing the survey, saying, "It's nice to know you're working for the good of the school."

AMPHITHEATER HIGH SCHOOL FOLLOW UP STUDY

1. Which of the following best describes your high school program? (list types of programs)

2. When did you decide what you wanted to do after graduation from high school?

3. While in school, were you in a vocational education program? (list choices)

4. What is your current education status? (multiple choices)

5. What is your current employment status?

6. The following activities helped me to decide what I wanted to do after gradustion from high school. (list of things offered from career center)

7. My high school helped me learn:

   (about careers, education skills needed for careers, how to find a job, how to write a resume, how to fill out an application, how to interview for a job)

8. My school helped me learn:

   (list school subjects and skills which apply)

9. The following persons helped me to decide what I wanted to do after graduation:

10. If your high school helped you pursue a career, what did it do specifically to help? (leave large space)

11. What could your school have done to help you more? (again, space)

note:

for more information regarding this survey, contact Beverly Dutz at Amphi

STRATEGY: Subject Related Career Speakers

PURPOSE: To give students greater career and economic awareness

DESCRIPTION: Periodically invite career speakers (e.g. photographers) into vocational classrooms to provide students with a more realistic picture of what it would be like to work in the field.

TARGET AUDIENCE: Vocational students

KEY PEOPLE: Community resources - agencies, studios, newspapers

FIELD TESTED: Tucson High School, Jerry Halfmann

PROCEDURE:

1) Contact speakers or arrange for field trip through community resources.

2) Secure dates and times for presentation. Confirm through a phone call.

3) Advertise the presentation if you plan to open it up to other teachers and students.

4) Ask students to prepare questions of the speaker in advance.

5) Suggestions for acquiring photography speakers:

   - visit a portrait studio
   - visit newspaper office
   - invite a group from a local modeling agency which includes a top model, a make-up artist, a hair stylist and a fashion photographer

STRATEGY: Career Cluster of the Month

PURPOSE: To increase career awareness

DESCRIPTION: Bulletin boards and career speakers presentations are planned to highlight a different career cluster each month (example: Communications and Media).

TARGET AUDIENCE: All students

FIELD TESTED: Pueblo High School, Lynn Frink

PROCEDURE:

1) Make up a schedule highlighting career cluster areas that teachers feel have high interest for students.

2) Determine who will be responsible for the bulletin boards - design and construction. Reserve display case, if necessary.

3) Work together with teachers whose subject areas relate to the focus for that month in order to request speakers, plan panels, etc.

4) Use daily announcements to advertise speakers, films, or other special events.

5) Invite classes in related career areas to visit the Career Center to use the materials, do GIS research, etc.

List of USOE CLusters

- Business and Office
- Marketing and Distribution
- Communication and Media
- Construction
- Manufacturing
- Transportation
- Marine Science
- Environmental Control
- Agri-Business and Natural Resources
- Public Service
- Health
- Hospitality and Recreation
- Personal Services
- Fine Arts and Humanities
- Consumer and Homemaking

STRATEGY: Auto Mechanics Career Fair

PURPOSE: To provide career awareness

DESCRIPTION: A variety of career speakers are scheduled for two days, to talk to the students in the auto mechanics classes. Students from other shop areas may attend also.

TARGET AUDIENCE: Students in vocational areas

KEY PEOPLE: Vocational teachers, counselor-coordinator

FIELD TESTED: Tucson High School, Cece Hall, Career Education Counselor, May 1981

PROCEDURE:

1) The counselor talks to the teacher or to students to determine what kinds of speakers to invite.

2) Several areas of interest are determined. For example: small business mechanic, big business mechanic, mechanic work at the mines, or at the airport, etc.

3) Speakers are called and given the details.

4) An attempt is made to get a panel of speakers representing a variety of mechanics jobs for each class period.

5) Students are asked to think in advance of questions they want to ask the speakers.

6) The event is held.

7) Thank-you notes are sent to the speaker.

TO: Industrial Education Teachers

FROM: Cece Hall, Career Center

RE: Auto Mechanics Career Fair

Wednesday, May 6th and Thursday, May 7 from 9-10 and 11-12, we will be hosting a small scale career fair for Auto Mechanics. People from various businesses will be speaking to our students about their jobs, training, and opportunities.

It is my hope that this will give us the opportunity to field test this type of activity so that we can put together a large scale career fair for your department as a whole.

Your support of this initial effort will be greatly appreciated, as will any comments, suggestions, criticisms, etc. you wish to pass on to me.

Confirmations as of 4/30:

Wed. May 6

9 - 10: Royal Buick
Citizen Auto Stage - diesel mechanics
Yamaha Motorcycle

11 - 12: ABC Trade School
Pima College Automotive Technology Program
Holmes Tuttle

Thurs. May 7

9 - 10: ABC Trade School
Citizen Auto Stage
Mobile Auto Masters

11 - 12: Pep Boys
Car Doctor

I am still waiting for last minute confirmations, so there will be others involved.

Thank you for your time and cooperation. Hope to hear from you; better still, hope to see you at our Fair!

STRATEGY: Work-Simulation Assignments

PURPOSE: To provide students with a realistic work experience

DESCRIPTION: Students are asked to create a picture-story for photography class. They will submit five photos and a layout, which are then graded by a newspaper photographer and returned to students.

TARGET AUDIENCE: Advanced photo students

KEY PEOPLE: Teacher, students, newspaper photographer

FIELD TESTED: Tucson High School, Jerry Halfmann

PROCEDURE:

1) Arrange with a newspaper reporter to view and evaluate the student work.

2) Assign the project to students, using the following criteria:

   - Each story must have five pictures.
   - Include one dominant photo highlighting one person, with that picture focusing on an aspect of that person's life.
   - Use the photos to tell a story. Although they are to use no words, ask students to include spacing for captions or a narrative in their layout.

3) Set criteria for grading the projects with the newspaper photographer. Suggested criteria: (total of 30 points possible)

   - 15 points story (originality, cohesiveness, etc.)
   - 10 points technical aspects of photos
   - 5 points layout

STRATEGY: Field Trip to Construction Site

PURPOSE: To show students a realistic work environment

DESCRIPTION: Advanced woodworking students visit a house under construction. They are introduced to the workers, observe tasks in progress and are exposed to various methods of construction.

TARGET AUDIENCE: Advanced vocational students

KEY PEOPLE: Teacher and construction contractor

FIELD TESTED: Pueblo High School, Pat Richardson

PROCEDURE:

1) Secure administrative approval.

2) Find a contractor who is interested in allowing students to visit a work site.

3) Determine which aspects of the work you want students to observe.

4) Ask students to think of questions to ask the contractor in advance.

5) Request a tour of the site.

6) Arrange for transportation to the site.

7) Summarize and evaluate the experience with students the following day.

STRATEGY:	Update Curriculum to Make it Relevant to Students and Inform Students of Current Job Trends
PURPOSE:	Appropriate career planning and placement
DESCRIPTION:	Collect data from local businesses on current job trends. Combine this information with student survey data based on career interests to present to the school board.
TARGET AUDIENCE:	Students, faculty, Board of Education
KEY PEOPLE:	Faculty
FIELD TESTED:	Sunnyside High School

PROCEDURE:

1) Do research to see what current job trends are locally.

2) Survey business students to see what jobs interest them, and how many would sign up for a course in say, word processing, if it were offered.

3) Use the information from your research and your student survey to present to the Board of Education.

STRATEGY: Orientation Meeting for Parent Involvement

PURPOSE: Teacher and parent rapport

DESCRIPTION: A parent meeting is held near the end of the school year or parents of juniors planning to enroll in Distributive Education as seniors.

TARGET AUDIENCE: Parents

KEY PEOPLE: Students, Teachers, Parents

FIELD TESTED: Amphitheater High School, Fran Holt

PROCEDURE:

1) Set date and time for meeting

2) Write memo to send home announcing meeting

3) At the meeting, outline the program (in this case, DECA)

4) Explain the rules, the course outline, your expectations of students.

5) Explain what you need from the parents in the way of support and cooperation.

6) Allow time for questions

7) Use the time to build mutual trust

8) Set a businesslike but friendly tone. Make sure parents know they can call you at any time.

9) Stress attendance and responsibility for on-the-job students

10) Enlist support of the parents for the state conference -- as chaperones or judges.

11) Set the tone for the course with parents -- get their full backing.

STRATEGY: Making A Four-Year Plan (with GIS printout)

PURPOSE: To help freshmen see the importance of planning their high school years carefully.

DESCRIPTION: The counselor works with classes two or three days in succession on the activities below.

TARGET AUDIENCE: All freshmen

KEY PEOPLE: Counselor and teacher

FIELD TESTED: Tucson High School, Cece Hall, Spring 1981

PROCEDURE:

1) As a counselor work with all freshman English classes.

2) Schedule classes into the Career Center for two days in a team teaching situation with the teacher.

3) Run a GIS search for each student.

4) Have student aides, who have been trained, run the programs for the students, according to the way the students filled out the GIS search sheet. Instruct student to label each printout with teacher and student names.

5) Take the GIS printouts and work with the class on a four-year plan, based on what the student's career and educational goals are as indicated on the printout (i.e., the printout lists subjects to take in school to prepare for that career).

Name _____
Date _____

GIS SUMMARY SHEET

COMMAND LETTERS

To Search —

- **A** To include or add a characteristic (A12)
- **S** To leave out a characteristic (S17)
- **E/** To include at least one of the characteristics (E132/133)
- **D** To erase or delete a characteristic (D12)
- **N** To get the names of occupations, schools, or aids that qualify

For More Information —

- **P#** Print general information (P662)
- **I#** Print detailed information (I662)
- **I#F** _____**T**_____ Print detailed information in a specific area (I662F31T105)

WHICH FILE: OCCU _____ **ASOC** _____ **COL2** _____ **COL4** _____ **GRAD** _____ **AIDS** _____

Order of Importance	Command Letters & Characteristic Numbers	Meaning

Names of occupations, schools, or aids in which you have a special interest: _____

SAMPLE CHARACTERISTICS — (NOTE: See Guide for complete listing of characteristics)

OCCU

Interests & Aptitudes #2-25
Physical Demands #31-42
Work Conditions & Lifestyle #46-75
Salary & Employment Potential #81-105
Education Levels #122-146
Clusters #161-175
DOT Occupational Families #181-267
Work Areas #271-282

COL2, COL4; GRAD

Majors #551-1050; #240-929
Location & Size #2-92; #2-87
Admissions #111-139; #91-95
Costs #211-295; #161-229
Special Programs #361-381
Athletic Programs #431-529

AIDS

Employment #21-39
Religious Affiliations #41-49
Descent #91-120
Competitions #161-179
Career Plans #181-209

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FOUR YEAR HIGH SCHOOL PLAN
WORK SHEET

NAME_____ MATRIC #_____ COUNSELOR_____

9th GRADE	10th GRADE	11th GRADE	12th GRADE
ENGLISH	ENGLISH	ENGLISH	ENGLISH
P.E.	DRIVER'S ED HEALTH-F.E.	P.E.	AMERICAN GOVERNMENT
MATH/SCIENCE	MATH/SCIENCE	AMERICAN HISTORY	
*READING			

*Strongly Recommended

REQUIREMENTS: You need to take these classes in order to graduate.

English	4 years	Social Studies	
Mathematics	2 years	American History	1 year
Science	2 years	American Government	1 year
Physical Education	2½ years	Free Enterprise	½ year
Includes Health	¼ year (9 weeks)		
and Driver Ed	¼ year (9 weeks)		

Electives	7 Units
Requirements	13 Units
TOTAL	20 Units

Educational Goal_____

Career Choice_____

SAMPLE SCHEDULE FOR NEXT YEAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ALTERNATES 1. _____
2. _____
3. _____

STRATEGY: Career Opportunities in the Field of Child Care

PURPOSE: To increase career awareness and student motivation

DESCRIPTION: The course outline begins with a two-week unit exploring the careers in the field of child care, including information about salaries, benefits, etc.

TARGET AUDIENCE: Students

KEY PEOPLE: Teacher, Community Resources

FIELD TESTED: Amphitheater High School, Shirley Breinig

PROCEDURE:

1) Do preliminary research to determine what sorts of child care agencies operate in the community.

2) In addition, research the opportunities available for employment.

3) Develop a two-week unit which includes speakers from the agencies coming to the class and field trips with students going out to observe the total operation.

4) Throughout the unit, stress the idea of the "career-ladder" (i.e. where to start and where to go for additional training and experience).

5) Provide students with an overview of different careers, and the qualifications needed for each. Focus on what is done at each job, and indicate salary potential. Stress this progression of jobs in the field - which are the entry level jobs, and which are the top paying jobs - in the hope that students will know how to get a job and make the most out of that experience.

STRATEGY: Three-week Career Exploration Unit

PURPOSE: To increase Career Awareness

DESCRIPTION: Classes come into the Career Center for a unit which combines teaching of research and language skills with career information.

TARGET AUDIENCE: Freshmen students

KEY PEOPLE: English teachers and career counselor team

FIELD TESTED: Amphitheater High School, Bev Dutz

PROCEDURE:

1) Set up a schedule with the freshman English teachers. (This may fill the Career Center for the entire first semester.)

2) Meet with individual teachers and decide what to cover.
   a. Most teachers want to incorporate writing and research skills: outlining, note-taking, organization, grammar, paragraphing, bibliography.
   b. The career counselor usually wants to stress the eight elements of career education - self awareness, educational awareness, decision-making, beginning competency, employability skills, appreciation and attitudes, economic awareness - while integrating values clarification techniques.

3) Work out a unit, and day-to-day lesson plans. (See sample on following pages.)

4) For the research, use the GIS computer, Career World magazines, Occupational Outlook Handbook and other appropriate resources.

5) When students are finished with a given assignment, have supplemental activities available for them, such as the word searches attached.

6) Notes and Helpful Hints:
   - The Self-Directed Search is an interest inventory.
   - The collages are used as an art activity and an ice-breaker.
   - The brainstorming is used to learn about career clusters.
   - When it is time to choose a topic for the paper, encourage students to choose an area to explore, rather than one they already know.
   - For the interview segment, ask for one or two volunteers and videotape the interview.

7) Evaluation: Ask students to give their opinion of the unit and how it was presented. Have them offer both positive and negative feedback, and to list any suggestions for future units.

FRESHMAN UNIT

		SUPPLIES NEEDED
1.	Intro Game	Colored paper (8-1/2 x 11)
2.	Collage	Construction paper
3.	Collage	Scissors and magazines
4.	Self Directed Search	Self Directed Search books
5.	Self Directed Search	
6.	Brainstorm	Orange cards (Occupational Cluster cards) Butcher block paper, magic markers
7.	Career Center Sources Students will choose careers	Review of all books, films, etc. in career c
8.	Career research	Bring out all materials in career center.
9.	Library research	
10.	Goal Identification Charts Puzzles	Goal I.D. Charts Puzzles
11.	Applications	Job applications
12.	Interviews	Video Tape
13.	Interviews	Video Tape
14.	Replay tapes	Video tape
15.	Replay tapes	Video tape
16.	Wrap up Career Game Evaluation	Cards

DATE	ACTIVITY
10/27/80	Introduction game and begin collages
10/28	Collages
10/29	Collages
10/30	Collages due. Begin Self Directed Search
10/31	Finish Self Directed Search and Grade it.
11/3	Brainstorming with butcher paper.
11/4) 11/5)	Two days....Go over materials, give out 3x5 cards for students to make choices for research paper, review paper requirements, give sample outline. Go over note taking and outlining. Give each student 20 cards to start research. Go over GIS use. Tentative deadline date, Nov. 26, 1980.
11/6	Research
11/7(Schd.#2)	Research
11/10(Schd.#3)	Research (Reminder to students, computer will not be on, on Friday.)
11/11	HOLIDAY - Veteran's Day
11/12	Research (Reminder to students, computer will not be on, on Friday.)
11/13(Schd.#4)	Brainstorm Summer Jobs - Business Letters may be given as an assignment, due Monday.
11/14(Schd.#3)	Research - NO COMPUTER USE (Bev to Phnx,)
11/17	Business Letters due. Do Resumes
11/18	Applications
11/19	INTERVIEWS
11/20	Interviews
11/21	Mutual evaluations.....Read questions, give time for students to sketc ideas.

CAREERS RELATED TO ART

R A T D G N E A R V P P R A O O N I T R E D
U D I N T E R I O R D E C O R A T O R S E C
C J E L L U I S I T O O C G R D E P H L O A
D O G S L A R I P H O T O G R A P H E R T R
C E S R I E T N R T A D V A T L L W C R O R
A D E A S G C G U D S C P U R U G S E T P O
S L R T T P N T V R P E C H O O N N A E H T
I T O O R T S E A P R T A E T T E R C A P P
E P P R A S R N R T A J O W P I T O U C V E
G V E T E T H U C P O R G R L S U O L H R D
D L L T I C T L H E T S L L U C E H T E H C
S A U S S R R O I H R I N L C T E C T R T H
T E I I T E N A T C R S L G S P J H W E J E
C N H N W J H S E T V I A T S P P E R P O G
G I E O G N E A C R N O O C R U L T W H T O
A D N O A C U W T C E P P H U T O P T E R I
S E R T I S T D E G R A R O T A R U C A T S
D T E R O E R V R L P P D T A C P O O G E C
R D T A R T D E A L E R E R C A P C H N D U
A R E C S T O R C U L R O T U L L S T E A G
O D W E S R O O V A R T A P P R A I S E R N
S T J O R A N M E D E S R I A E P L T A D R

ADVERTISING
ARCHITECT
ART APPRAISER
ART DEALER
CARTOONIST
CURATOR
DESIGNER
DRAPER
ILLUSTRATOR
INTERIOR DECORATOR
JEWELER
SCULPTOR
TEACHER
PHOTOGRAPHER

BUSINESS & OFFICE CAREERS

B W T S Y L A N A T I D E R C L
R O T A R E P O H C N U P Y E K
B N I C A W D R R E C E P T P L
A E C D U L V B E C H A I R Q T
T T A C T U A L G Y T L O I S P
E R B U C L P Q A R E G L I W C
L O K K A V I C N O R S N A L L
L P U R R F E C A A W O I T E R
E E E E S P A L M W I S H A N D
R R I L K E Y M U T C A P S U V
I T V C O T E T P R O G R A M M
B R X L U R B E R E C E T Y P E
P U L I N A C C I T S I T A T S
X O D A R E C E P T I O P F G U
E C O M R M A L K C R E D I T R
N A I C I T S I T A T S C R E D

ACTUARY
COURT REPORTER
CREDIT ANALYST
KEYPUNCH OPERATOR
MAIL CLERK
MANAGER
PROGRAMMER
RECEPTIONIST
STATISTICIAN
TELLER

BUSINESS AND DISTRIBUTIVE EDUCATION CAREERS

S A S U C L K B T E P N K C E S K S S T O R
B O T E K E E P A S T R O C C A R O R N C E
B E N A T A B D I N A R O N T R E L L K E H
K D I S P Y S S P A K T B R O K E R G E N C
S I L S U R E D A U R T I E U S T B E R S B
M S E R C S O R C T O P E L Y L E T P T U G
S P A T H E B A I K E S S L R O L H N M S E
R A N L E R U N C H T G K O L C T A C K T R
N T L K N D Y D I A S P L R T E T E K R A T
K C B E I U E S M K E O L T A N R R N A K B
C H R T S S R R R E K R N N U P E L L L E R
U E O K E N T E P T B B O O K K E E P E R R
A R M A N D A T O S U S C C R C T M A R S B
B T C U A T D N N U S C T B R O E N S E U S
C O C O N K B T A T A U E E P K A C T Y R E
B R E A R Y C U M G D L M O U N C N S T P O
T O K O A K M A R K E T A N A L Y S T S T S
A N L T S N T O P E R R N R T K E H C S I K
B A A C C O N G N I S S E C O R P A T A D O
S L D E A N T D S S I G P R L L R U D E B O

ACCOUNTANT
AUDITOR
BANK TELLER
BOOKKEEPER
BROKER
BUYER
CENSUS TAKER
CONTROLLER
DATA PROCESSING
DISPATCHER
MARKET ANALYST
SALES MANAGER

STRATEGY: Individual Career Placement Files

PURPOSE: To assist in students' career planning

DESCRIPTION: A file system is set up so that every student has a placement file, with a record of the career planning services he or she has received.

TARGET AUDIENCE: All students

KEY PEOPLE: Career counselors

SOURCE: Tucson High School, (to be field-tested by Cece Hall and Sally Higgins)

PROCEDURE:

1) Order folders for every student in the school, and have the cover printed with the attached grid. Keep these files in the Career Center. (This becomes the student's permanent career placement file, and enables counseling staff to see at a glance what services students have received.)

2) File activity sheets listing students extra curricular activities, if applicable.

3) Keep the results of the COPS and JOB-O in the file, as these tests are administered to sophomores and freshman.

4) Keep the GIS worksheets in the folders so that counselors can assist students who want to change their search commands.

5) Check off other counseling activities as they are done with students.

6) Use information in the files to help when it is time to write college recommendations.

7) Include the four-year plan in the file, as it has a spot for educational/career goals.

INDIVIDUAL CAREER FILE

Insert Student Label Here

ACTIVITY OR PROGRAM		F	S	Jr	Sr	COMMENTS
1. Activity Sheet						
2. Four-Year Plan						
3. Transcript						
4. Individual Career Counseling						
5. Interest Inventory						
6. Aptitude Test						
7. G.I.S.						
8. Resume/Cover Letter						
9. Job Shadowing/Observation/P.I.P.						
10. Interviewing						
11. Job Application Forms						
12. Work Experience	Paid					
	Volunteer					
13. Letters of Recommendation						
14. Profile Sheets	Teachers					
	Others					
15. Job Board						
16. Study Skills						
17. College Examinations	PSAT					
	SAT					
	ACH					
	ACT					
	AP					
18. Financial Aid Forms						
19. Post High School Plans	Community College					
	University					
	Voc./Tech. School					
	Business School					
	Beauty					
	Military					
	Other					

DEVELOPMENT OF INDIVIDUAL CAREER FILES

PROGRAM:

To have a central reference of a student's exposure to career information. To insure that career education becomes a developmental process, along with academic and career planning.

WHO AFFECTED:

All Tucson students (Tucson High and Special Projects)

PROCESS:

1) Individual interviews as students complete general information sheet and needs assessment.

2) Four year plan completed.

3) Color coded folder established by year of graduation

4) Profile sheets submitted by teachers and/or employers as requested.

5) Interest inventories and aptitude test scores put in file.

6) Copy of student's transcript

7) Resume inserted and updated as needed.

8) Any career activity such as job shadowing documented in file.

Materials needed to implement:

2000 legal size folders - printed check list attached
2000 labels
2 filing cabinets
2000 profile sheets
2000 general information sheets
2000 four year plan sheets
2000 resume forms

500 JOB-O
500 COPS
500 KUDER
500 VIESA
500 STRONG CAMPBELL

CH:jg
2/3/80

STRATEGIES

FOR TESTING AND PLACEMENT

STRATEGY:	Meeting Between Vocational Teacher and Counselor
PURPOSE:	To increase counselor awareness of the program.
DESCRIPTION:	Scheduled orientation meeting between vocational teacher and counselor to discuss program offerings prior to student registration.
TARGET AUDIENCE:	School counselor(s)
KEY PEOPLE:	Vocational teacher, counselor
FIELD TESTED:	Sabino High School, Margaret Richardson

PROCEDURE:

1) Schedule annual appointment with freshman counselor(s).

2) Take a copy of a detailed course outline to meeting.

3) Go over specific details from course outline with counselor.

4) Exchange ideas and answer questions informally.

5) Provide counselor with additional information to help him/her increase understanding of the course in order to recommend it to students.

STRATEGY: Screening Students for Vocational Programs

PURPOSE: To set high standards for admission to programs

DESCRIPTION: The teacher requires an application, an interview, and three teacher recommendations for admission to the vocational program. The teacher also checks grade point average and attendance prior to the interview.

TARGET POPULATION: Prospective students

KEY PEOPLE: Vocational teacher

FIELD TESTED: Amphitheater High School, Wanda Wunder

PROCEDURE:

1) Secure administrative approval for the release time for students who are being interviewed.

2) Set up the interviews for students who have indicated an interest in the program.

3) Pull the students records prior to the interview -- check GPA and attendance for the past three years. Question student about attendance and other discrepancies in the interview.

4) Conduct the interview for 10 to 30 minutes.

5) Collect the teacher recommendations (see form following page)

6) Make decisions about students accepted into the program

7) Notify students of your decision as soon as possible.

Cooperative Education Program

TEACHER RECOMMENDATION

Dear _____ _____:

_____ has applied for admission into the Cooperative Education Program. As you know, many factors other than grades must be considered in order to select deserving, sincere, capable young people who can best benefit by the training this program can offer. Having previously taught this student, you are in a position to help me greatly in making a wise decision in this case.

Circle the word after each characteristic listed below that best describes the above-named student and return the completed form to me at your earliest convenience.

1.	Ability to learn	Quick	Fair	Slow	
2.	Capacity for work	Unusual	Industrious	Average	Poor
3.	Judgment	Uncanny	Sound	Average	Poor
4.	Initiative	Exceptional	High	Fair	None
5.	Appearance	Very neat	Neat	Careless	Slovenly
6.	Leadership quality	Outstanding	Noticeable	Low	
7.	Desire to make good	Pronounced	High	Average	Low
8.	Ability to take orders	Outstanding	High	Average	Low
9.	Reliable	Very	Ordinarily	Unreliable	
10.	Perseverance	Unlimited	Ample	Moderate	Weak
11.	General conduct	Courteous	Discourteous	Rude	
12.	Accepts criticism	Readily	Indifferently	Reluctantly	
13.	Ability to mix	Natural	Fairly good	Doubtful	
14.	Would you want this person working for you?		_____ Yes	_____ No	
15.	Grade earned to this point:				

Remarks: _____

_____

Return to:

_____ Signed _____

Teacher-Coordinator Teacher

STRATEGY:	Grading System through Student Self-Evaluation
PURPOSE:	To provide a grading system keyed to on-the-job work standards.
DESCRIPTION:	Criteria for grading is based on those work habits an employer would use in evaluating an employee. Information is recorded on two ditto sheets to be used for team evaluation by student and teacher.
TARGET AUDIENCE:	Students in vocational class
KEY PEOPLE:	Students and teachers in vocational class
FIELD TESTED:	Tucson High School, Bob Hedgcock

PROCEDURE:

1) Explain evaluation system to students at the beginning of each semester.

2) Distribute instruction sheets (see attached) for students to keep as reference.

3) Midway through the semester, ask students to evaluate themselves on the ten work habits listed on the instruction sheet using letter grades (A, B, C, D, F).

4) Set up an appointment with each student to go over the list, adding your own responses for each item. Discuss areas in which students are doing especially well and those which need improvement.

5) Determine an average grade for each work habit.

6) Give the student a final grade (not necessarily an average of the ten items).

INSTRUCTION SHEET for STUDENT EVALUATION SHEET

To properly evaluate yourself, imagine that you own a wood working business of some sort. You have hired a man to work for you and he is working the way you have worked in this class. How would you feel about the worker? Would you fire him. Would you keep him on and give him another chance? Would you give him a raise?

1) Attendance:
Is the person on the job consistently on time or does his work station remain vacant so production is slowed down?

2) Working While in Class:
When the employee does come to work, is work done or is a lot of time spent in visiting with others?

3) Working With Others:
When the employee works with others does more work get done or is it slowed down by visiting or bickering?

4) Self Control:
Does the employee make himself do what he knows to be the proper thing to do, or does he require supervision and rather frequent reprimanding?

5) Care of Tools and Equipment:
Does the employee select the correct tools for the job, use them properly and safely, keep them in good condition and put them away after the job is finished?

6) Follows Directors and Instructions:
Does the employee follow the instructions for the work of the day or does he require frequent reminding or supervision? Are his assigned tasks completed on time?

7) Skills Shown:
Does the worker demonstrate good use of woodworking skills according to his knowledge and years of experience or does he take the easiest way out just to get a job done?

8) Quality of the Work:
When completed, is the product of a quality which is readily saleable, is it merely acceptable, or does it look like some small child made it?

9) Completion of a Task:
Does the worker stay with a job, possibly fixing or adjusting for small errors or does he get disgusted, throw the item away and start another?

10) Willingness to Accept Responsibility?
Is the employee willing to accept responsibility for other persons, equipment, jobs, himself or any other responsibilities necessary to the smooth running of the business?

INDUSTRIAL EDUCATION

Student Evaluation Sheet

NAME_____ CLASS_____ PERIOD_____

	General Safety, Machine	General Safety, Hand	Radial Arm Saw	Jointer	Circular Saw	Thickness Planer	Drill Press, Band Saw, Jig Saw	Disk Sander	Grinder	Hand Drill	Belt Sander, Portable	Router	Lathe	Shaper	Mortiser	Power Hand Saw	Router
Safety Tests Completed																	

Student - Teacher evaluation of work and work habits

	Student	Teacher
1. Attendance		
2. Working while in class		
3. Working with others		
4. Self control		
5. Care of tools and equipment		
6. Follows directions and instructions		
7. Skills shown		
8. Quality of work		
9. Completion of tasks		
10. Willingness to accept responsibility		
Average		

STRATEGY: Student Recommendation Form

PURPOSE: To assist with letters of recommendation.

DESCRIPTION: A printed sheet is made up to solicit information from teachers. The information is used for letters of recommendation and is kept confidential.

TARGET AUDIENCE: Teachers

KEY PEOPLE: Counselors

FIELD TESTED: Tucson Unified School District
Tucson High School, Roger Ingersoll
Special Projects High School, Sally Higgins

PROCEDURE:

1) A printed form is designed to include the information needed. (This one is for college recommendations; there could be a similar form for non-college-bound students as well.)

2) The counselor fills in the name of student and sends the form to the teacher.

3) The teacher returns the form.

4) The counselor uses the form to help him/her write letters of recommendation.

NOTE: It is important that you and your teachers agree on a policy regarding confidentiality. (i.e. whether the form will be used and then discarded, or whether it will go into the student's file permanently.)

Student Recommendation Form

_____ is applying for admission to _____ to help with the "overview" recommendation required on a secondary School Report. I would greatly appreciate your completing the following and returning it to me at your earliest convenience. Naturally, the information you furnish will be kept strictly confidential, and will be combined with mt own impressions and those of other teachers in the final recommendation. Thanks for your help.

NOTE: Please make your ratings in comparison with your other college-preparatory students.

A. Ability and Achievement

1. How would you rate the candidate in academic ability and motivation:
   (Circle one) a. Ability – below average, average, above average, outstanding
   b. Motivation – below average, average, above average, outstanding

2. How well does the candidate express himself in (circle one):
   a. Writing – below average, average, above average, outstanding
   b. Speech – below average, average, above average, outstanding

B. Character and Personality

* Excellent
** Truly Outstanding
*** One of the top few I have ever encountered.

	No Basis for Judgment	Below Average	Average	Above Average	*	**	***	
(a) Energy and Initiative								
(b) Independence								
(c) Originality								
(d) Leadership								
(e) Warmth of Personality								
(f) Sense of Humor								
(g) Manners, Personal Habits								
(h) Concern for Others								
(i) Reaction to Criticism								
(j) Reaction to Setbacks								
(k) Sense of Responsibility								
(l) Respect Accorded by Classmates								
(m) Respect Accorded by Faculty								

(A) The main factors contributing to the respect accorded this student seem to be:
___Superiority in studies; ___Success in athletics; ___Leadership in activities; ___Accomplishment in activities; ___Interest in other students; ___Personality

(B) The main factors contributing to this student not being respected seem to be:
___Superiority in studies; ___Lack of interest in other people; ___Conceit; ___Manners; ___Personality; ___Not well known; ___Other (specify)

On the reverse side, please make any other comments about this student that you think will help me give the college(s) in question a clearer picture. You might want to comment on: (a) degree to which student is genuinely interested in academic work; (b) quality and depth of involvement in extracurricular/community activities; (c) Student's character, aims, values, special talents, etc. (d) Family background. Specify examples/anecdotes would be helpful.

STRATEGY: Job Search Packet

PURPOSE: To help students find a job

DESCRIPTION: A seven-page packet of printed tips on job-seeking, interviewing, where to look for jobs, etc. is made available to students in the counselor's office.

TARGET AUDIENCE: Students

KEY PEOPLE: Career counselor, a typing class

FIELD TESTED: Catalina High School, Chet Parks

PROCEDURE:

1) Get administrative support for printing.

2) Decide what items you would like to include in the packet

3) Enlist the aid of the business department for typing and for sample letters or forms.

4) Include the following;

Personal Data Sheet
List of job sources
List of local employment agencies, addresses and phones
Letter of introduction
Follow-up letter
Tips for a good interview

5) Assemble the packets and make them available to students in the counseling office.

STRATEGY: Simulated Job Interviews

PURPOSE: To improve employability skills

DESCRIPTION: Juniors in vocational classes have one week of interview practice in the interview process.

TARGET AUDIENCE: Students from COE, DECA, and HERO

KEY PEOPLE: Career Education counselor and teachers

FIELD TESTED: Amphitheater High School, Bev Dutz, Jan Vesely, Wanda Wunder, Nancy Graham

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PROCEDURE:

1) Schedule the units with teachers.

2) Arrange to have video taping equipment on the days you'll be interviewing. (Have teachers furnish the tapes if they want to keep them. Otherwise the same tape may be used, and taped over each hour).

3) Each student is interviewed and receives an evaluation. The interviews are videotaped, and played back. Allow for 20-30 minutes of interviewing and then play back the tape for the remainder of the period.

4) Use the attached evaluation forms, and tip sheets, if desired. One teacher elected to have each student evaluate every other student.

5) Explain the difference between constructive feedback and an evaluation that says simply "good" or "bad". Use specifics. Example: Your poise was good because you kept your feet on the floor". "Your manner was good because you kept eye-contact".

VARIATION: This activity is done more intensively (5 videotaping sessions for each student) for members of the FFA club each year for their state job interview contest. Students arrange to come in at lunch to work on the tapes.

NOTE: The Amphitheater FFA group won first place in 1980 in this state contest.

SOME QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

Abstracted by Frank S. Endicott
Director of Placement, Northwestern University

1. What are your future vocational plans?
2. How do you spend your spare time?
3. In what school activities have you participated? Why? Which did you enjoy most?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. Do you feel that you have received a good general training?
11. What qualifications do you have that make you feel that you will be successful in your field?
12. What do you think determines a person's progress in a good company?
13. Why do you think you would like this particular job?
14. Are you looking for a permanent or temporary job?
15. Do you prefer working with others or by yourself?
16. Can you take instructions without feeling upset?
17. What have you learned from some of the jobs you have held?
18. What do you know about opportunities in the field in which you are trained?
19. Do you like routine work?
20. Do you like regular hours?
21. Are you willing to go where the company sends you?
22. What job in our company would you choose if you were entirely free to do so?
23. What are the disadvantages of your chosen field?

POSITIVE FACTORS TO USE DURING AN INTERVIEW

1. Greet the interviewer by his last name as you enter his office. Be sure of the pronunciation.

2. Take your cues from him at the start. If he moves to shake hands, do so -- but not unless he makes the first gesture. Wait until he offers you a chair before you sit down.

3. If he shakes hands with you, use a firm grip -- a "limp fish" handshake will make a bad impression. However, don't try to prove how strong your grip is by grabbing his hand and mashing.

4. Don't smoke, chew gum or eat anything -- even if the interviewer invites you to.

5. Be ready for at least one surprise question right at the start -- a few interviewers favor one of the following gambits:

   A. What can I do for you?
   B. Tell me about yourself.
   C. Why are you interested in this company?

   (If you think those are easy questions to answer without some previous thought, just try it!)

6. Follow the interviewer's lead and avoid answering all questions with just yes and no. On the other hand, don't run on.

7. Be prepared for a few personal questions, such as "What is your father's occupation?" or "Is your home life happy?"

8. Sit up in your chair and look alert at all times. Don't look tense, but don't relax so much that you look slouchy. Show that you can be a wide-awake, intelligent listener as well as a talker.

9. Look your interviewer directly in the eye -- and keep doing it from time to time during your conversation. This is important. Nearly every interviewer is conscious of it. Remember to smile frequently -- at appropriate occasions. Don't let your hands betray nervousness. Place your hands in your lap and keep them still by folding them. Don't hold anything.

10. Be sure that your good points get across to him -- he won't know them unless you tell him -- but try to appear factual and sincere, not bloated with conceit. If you can mention your best qualities in relation to something concrete. Example: saying "I paid for 75% of my own college expenses", is better than saying "I'm a hard worker and I want to get ahead."

11. If the interviewer does much of the talking, you can lead him by asking questions which call, in turn, for a question you want to answer. Example: You are strong in extracurricular organizations. He hasn't mentioned that point, and you want to go into a little detail you couldn't cover fully in your resume. You simply watch for an opening and ask, "Are you interested in my extracurricular activities?" He's not likely to say "no".

12. Most interviewers will follow a rather simple question/answer formula. If such is the case, your ability to answer quickly and intelligently is of great importance. If your answers are confused and contradictory, your cause is lost.

13. Be ready if they ask you what you plan to be doing ten years from now, and how much money you expect to be earning. The purpose is to determine your ambition, soundness of thinking, and your ability to plan ahead.

14. Never belittle your former employer or company.

15. Apply for a specific job or area of work -- Don't say "I'll do anything."

NEGATIVE FACTORS WHICH COULD LEAD TO
REJECTION OF AN APPLICANT DURING AN INTERVIEW

1. Poor attitude
2. Lack of interest, knowledge, and ability
3. Poor scholastic record and attendance or tardiness
4. Unwillingness to start at a lower level and work up
5. Poor grooming habits and personal appearance
6. Inability to express himself clearly, poor voice, diction, grammar
7. Lack of planning for career, no purpose or goals
8. Lack of enthusiasm and confidence
9. Failure to participate in activities
10. Over-emphasis on money
11. Lack of tact and maturity
12. Lack of courtesy and social understanding
13. Poor eye contact
14. Limp "fishy" handshake
15. Unhappy home life, friction with parents
16. Sloppy, incomplete letter of application, personal data sheet, application blank
17. Only seeking employment for a short period of time; lacks a sense of humor
18. Lack of knowledge in field of specialization
19. No interest in company or product
20. No previous work experience
21. Low moral standards or too lazy
22. Objects to travel and/or relocating
23. No interest in others and community activities
24. Unwillingness to accept responsibilities and lack of proper personality
25. Late for interview without good reason. Lack of preparation for interview; unable to ask and respond to questions

EVALUATE YOUR INTERVIEW

MANNERS:

POSTURE:

EYE CONTACT:

SMILE:

VOICE:

GRAMMAR:

USE OF SLANG:

NERVOUSNESS:

ENTHUSIASM:

CONFIDENCE:

ORIGINALITY OF QUESTIONS:

COMPLETE ANSWERS:

SELLING YOUR STRONG POINTS:

"BUSINESS CENTERED" NOT "I CENTERED"

STRATEGY: Job Board

PURPOSE: To assist students in finding part-time work

DESCRIPTION: Jobs are listed on index cards and posted in the Career Center for students to view.

TARGET AUDIENCE: Students and prospective employers

KEY PEOPLE: Secretary or aide in Career Center

FIELD TESTED: Tucson High School, Cece Hall and Rosemary Tindall

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PROCEDURE:

1) Submit proposal to secure administrative approval.

2) Since this strategy requires publicity, write a public service announcement stating that part-time student workers are available, giving phone number and name of contact persons. Distribute to media sources.

3) Develop a form with necessary information to facilitate secretary in recording phone messages.

4) Ask secretary to explain to prospective employers that this is a job advertising service, but that you cannot guarantee student work.

5) Record all requests for workers in a notebook. List the name of students referred for each job.

6) List job title only on the job board. Students are required to get additional details from secretary, who lists details of each job in the notebook. (Note: No more than three students should be sent to interview for each job.)

7) Ask students to inform the secretary if they accept a position.

CAREER Communique

AMPHITHEATER CAREER CENTER | MARCH, 1981 | MRS. BEV DUTZ, CAREER COUNSELOR

CAREER CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23	24 Come to Career Center 15 minutes at end of class to question about co-op classes	25 CABLEVISION VAN Front of Auditorium all day ! Be sure to visit it.	26	27 Airline Careers guest speakers in the Career Center 3rd. hour
30 Use the GIS Computer to explore Careers and Colleges	31 Registration for classes	1 8 weeks until summer. Apply for your Soc. Sec. No. N O W !	2 Take an interest survey in the Career Center	3
6	7 Summer jobs will be scarce. Secure your summer job NOW !	8 Bobby Ball Acting Agency guest speaker will be in the LITTLE THEATER 11:20 - 12:15, 5A hr.	9 Juniors thinking about ACT, begin filling out reg. packets.	10 SPRING VACATION 2:00 p.m.

COLLEGE BOUND JUNIORS

Should you take the ACT in June? Many colleges and universities recommend taking the ACT or SAT in June after the students junior year. Many students obtain satisfactory scores and need not retake the test. Others obtain needed experience in test taking. Still others do not need the test for admission, but for placement, and choose to take the test midway through their senior year. Check the bulletins of the college or university you are applying to. Evaluate your situation and then decide. If you decide to take the exam at the end of your junior year remember,

SAT - registration deadline is May 1
ACT - registration deadline is May 15

GIS COMPUTER TERMINAL NEWS

The Guidance Information System computer terminal in the Career Center has been kept busy this semester AND WE'RE PLEASED!!! If you haven't used the GIS during a study hall, lunch or free time, please come to the Career Center and ask me (Mrs. Dutz) or the Career Center secretary (Mrs. Conniff) to log-on, or request a print-out to pick up later.

****

A SMILE IS YOUR BEST FACE VALUE !!!!

****

Pilot, Flight Attendant, Air Traffic Controller Ticket Agent, Airport Management, just a few of the numerous occupations available in the area of Airline Careers. Come hear the guest speakers on Airline Careers in the Career Center, MARCH 27, 3rd hour. It will be a very informative hour.

Remember * VOLUNTEER WORK *
It is possible that not every student who wants a summer job will get one. Don't resign yourself to a summer of no money or experience. YOU CAN GET THE EXPERIENCE !
Example:

Interested in acting...
Volunteer as an Usher at Repertory Theatre.

Interested in children....
Volunteer at Casa de los Ninos, Tucson Preschool Nursery or Tucson Parks & Recreation.

Interested in medical careers
Volunteer at Tucson Medical Center, St. Mary's Hospital, Tucson General Hospital for a candy striper, circulate book carts or Tucson Free Clinic.

Interested in books....
Volunteer at a branch of the Tucson Public Library.

Interested in business/office work....
Volunteer at any charitable organization (American Heart Association, American Cancer Association, Easter Seals, churches) for clerical work.

EXPERIENCE is more valuable than money when applying for a career type job !!

STRATEGY: Small Group Career Planning With Sophomores

PURPOSE: Goal-setting, Decision-making

DESCRIPTION: The COPS (California Occupational Preference Test) is given to all sophomores, and follow-up sessions are arranged in the Career Center by interest areas. This allows a more in-depth approach to students four-year planning.

TARGET AUDIENCE: Sophomores

KEY PEOPLE: English teachers, Career counselor

FIELD TESTED: Tucson High School, Cece Hall, May, 1981.

PROCEDURE:

1) During one class period, administer and self-score the COPS in English classes.

2) Then next day, have classes come to the Career Center for a career exploration activity with the GIS computer (career search).

3) Orient students to the Career Center and the materials housed there to prepare for a follow-up visit in a week.

4) Meanwhile, have student aides run the computer career-searches for the students, and set up a schedule of small student groups with similar career interest areas. (For example, the students with an interest in communication careers are called in together; or students with high schores in art or service are grouped together. The schedule is put on a ditto, and given to teachers.)

5) Have students come for follow-up sessions, and learn from the GIS printout what courses they need to take. Work with student groups on a four-year plan.

6) Complete a follow-up letter (see following pages) in triplicate. One is sent to the student, one is sent by mail to the parent, and one is kept on file in the counselor's office for future reference.

7) Students may make appointments with the counselor for additional discussion.

Office Use Only

Date Completed _____
Programmer _____

GIS INFORMATION

Date: _____

Name _____ Grade: _____

THS _____ SPHS _____ Other _____ Faculty _____

COMMAND LETTERS:

A Add a characteristic
S Leave out a characteristic
E Either/or

WHICH FILE:

OCCU _____ COL4 _____
ASOC _____ GRAD _____
COL2 _____ AIDS _____

COMMAND LETTERS AND NUMBERS	MEANING OF NUMBER

NAMES OF OCCUPATIONS OR COLLEGES YOU NEED DETAILED INFORMATION ABOUT:

_____

_____

_____

Dear

I hope your time spent in the Career Center was informative and useful. I also hope you received sufficient help and that the materials you used gave you the information you needed.

You indicated an interest in:

Therefore, I would like to remind you that some of the courses you need to take by the end of your senior year should be:

_____	_____	_____
_____	_____	_____
_____	_____	_____

IF YOU HAVE A QUESTION how to best plan your schedule, please see your counselor or myself for assistance.

Good luck with your future plans. If ever I can be of service to you, please do not hesitate to make an appointment to see me. In any case, I will be working with you in the future. I look forward to it!

Your friend,

CeCe Hall
Career Center Counselor

Additional Comments:

Note: This letter is done in triplicate for student, parent, and school file.

Dear Parent:

Enclosed is a copy of the letter given to your daughter after her visit to our Career Center. The purpose of the visit was to follow up on an interest inventory she took in her English class and to allow time to begin her career exploration. The information given is intended to have your daughter begin thinking about the best possible schedule for her future plans. Please do not consider this to be a final plan, as they are only recommendations which can be changed to meet her needs.

The next two years will be critical in your daughter's career plans and I wanted to be sure that some information was provided to her this year. Continuation of career, and college exploration will be important. I hope the Center becomes a familiar place to her.

Should you wish to discuss the information with me, or have any questions, please feel free to call me at 791-5203. Perhaps you would like to visit our Center to see first hand what services and resources are available to your daughter.

Thank you,

CeCe Hall
Career Center Counselor

V

STRATEGIES

TO MEET NEEDS OF SPECIAL POPULATIONS

STRATEGY: Small Group Financial Aids Workshop

PURPOSE: To offer individual assistance

DESCRIPTION: Students get individualized assistance in filling out forms for financial aid.

TARGET AUDIENCE: Students

KEY PEOPLE: Agencies which offer financial aid

FIELD TESTED: Tucson High School, Delores Bravo

PROCEDURE:

1) Phone the different agencies and explain your need.

2) Set up dates and times for them to come to the school.

3) Ask them to come in with forms and actually help students fill them out.

4) Agencies we used:

University of Arizona: BEOG
Talent Search
Pascua Village Tribe
Pima College
Chapparal Business College

5) Set up as many workshops as are needed to fit your students needs.

6) Students should be encouraged to ask questions.

Note: This was done for Indian students specifically but could be done for other students.

STRATEGY:	Junior High Orientation through Slide/Tape Presentation
PURPOSE:	Familiarize students and parents with high school programs.
DESCRIPTION:	An evening meeting of parents and students is held at the junior high. The high school principal talks and slides are shown which represent all departments and programs in the high school.
TARGET AUDIENCE:	Eighth grade students and their parents.
KEY PEOPLE:	High school counselor, photography teacher, high school principal.
FIELD TESTED:	Safford Junior High School, by Tucson High School principal and counselor.

PROCEDURE:

1) Determine date, time and location for orientation program.

2) Have high school photography class update slides so eighth grade students will recognize familiar faces in each program.

3) Advertise meeting via mail, students, notices or other available means.

4) High school principal conducts meeting beginning with short talk.

5) Slides are shown.

6) Principal and counselor field questions.

STRATEGY: Inter-class Competition

PURPOSE: To reward quality work

DESCRIPTION: Every few weeks hold a timed contest to test students on a skill. Post the times.

TARGET AUDIENCE: Vocational students

KEY PEOPLE: Teacher

FIELD TESTED: Pueblo High School, Mike Padilla

PROCEDURE:

1) Make a list of tasks or skills which students need to perform in your vocational class. (Example: change a tire, cold-time an engine, etc.)

2) Every few weeks hold a time-test or contest to see how well students perform their tasks.

3) Taking two students at once, time them on the routine. Continue with two more students, and so on, until all who wish to compete have the chance to do so.

4) Work with students on perfecting the skills and improving their times. Explain that these skills will help them get jobs.

5) Post the times on a chart. Have students try to to improve their times.

STRATEGY:	Parent Discussion Group
PURPOSE:	To educate parents using the STEP Kit
DESCRIPTION:	A discussion group of interested parents meets eight weeks for two hour sessions during the school day and covers material in the STEP Kit. Group leaders are school counselors.
TARGET AUDIENCE:	Parents
KEY PEOPLE:	Group leaders, parent participants
FIELD TESTED:	Tucson High School, Delores Bravo and Lupe Herrera

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PROCEDURE:

1) Interested parents are contacted through printed flyers or individual phone calls.

2) Parents are also referred by teachers and counselors.

3) Counselors are recruited to lead the group.

4) Parents register by phone.

5) Set up comfortable location for meetings. Prepare audio-visual aids. (Refreshments are optional.)

6) Weekly two-hour sessions are held according to course outline.

7) Parents receive handouts at each session.

8) Parents will receive assignments and practice newly acquired skills.

9) Groups are designed for members to share experiences and offer support to one another.

10) At the end of the eight week program, members congratulate one another and leave with new skills for communicating with their teenage children.

VARIATIONS:

1) Hold a bilingual discussion group.

2) Schedule group meetings at a church or at the home of a parent participant.

Bibliographical note: Materials for these discussion groups are taken from the following kit:

Systematic Training for Effective Parenting
American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Price: $89.00 complete set; $4.85 additional parent handbooks

STRATEGY:	District-Wide Education Fair
PURPOSE:	Student recognition; promotion of community support
DESCRIPTION:	Students and teachers will hold an education fair, offering a variety of information and displays from several educational areas.
TARGET AUDIENCE:	Parents, community, students, faculty, administration
KEY PEOPLE:	Administrators, vocational teachers, one key manager or coordinator, classified personnel such as electrician, carpenters, maintenance.
FIELD TESTED:	Sunnyside High School

PROCEDURE:

1) Secure administrative and school board approval.

2) Secure date; reserve gymnasium; determine length of fair.

3) Determine activities or booths to be included. (If district-wide, each school may enter as many booths as they like, but must designate one person to be in charge of that booth, and must list name of booth with the coordinator of the event).

4) Determine focus of booths -- demonstration -- food sales, etc.

5) Fill out work orders for necessary set-up work (electrical outlets, etc.).

6) Determine what type of publicity is desired. (Flyers, posters, PSA's, maps, list of program events, news articles, etc.)

7) Assign students to man the booths -- and to do publicity -- other chores. (You may wish to offer extra credit points, or simply ask for volunteers)

8) Take plenty of time to set up and get ready for the fair.

9) Enjoy the fair.

10) Evaluate.

STRATEGY: School-Wide Culture Fair

PURPOSE: To celebrate cultural diversity

DESCRIPTION: Classes are dismissed an hour early for one afternoon so students can enjoy food booths and entertainment on the grassy mall. Disinterested students are allowed to leave the campus.

TARGET AUDIENCE: All students

KEY PEOPLE: School administrators, club sponsors, student leaders, maintenance department

FIELD TESTED: Tucson High School, Deanna Taylor

PROCEDURE:

1) Get administrative approval and select a coordinator.

2) Determine date, time and location. Have an alternate plan in case of rain.

3) Solicit food booths and performers from existing clubs in the school.

4) Make a schedule of events, select an emcee and appoint a clean-up crew.

5) Invite outside groups, if desired, to supplement program.

6) Inform news media.

7) Compile list of special equipment needed by each group (i.e. electrical hookups, platforms, etc.).

8) During the class period prior to the festival, have each club set up their booth or act. Keep set up to a minimum.

9) Hold the event.

10) Have each club or group responsible for cleaning up their own booth area.

11) Celebrate your success.

12) Go home and rest up for next year.

STRATEGY:	Informal Home Visits/Attendance at Village Events
PURPOSE:	To find better ways to motivate minority students.
DESCRIPTION:	The teacher/tutor makes an informal home visit. When students realize that their parents are aware of what is going on at school, a change in behavior results.
TARGET AUDIENCE:	Yaqui Indian students and their parents.
KEY PEOPLE:	Tutor/teacher, counselor, parent.
FIELD TESTED:	Tucson High School, Marilyn Christian

PROCEDURE:

1) Meet with individual student, expressing concern over repeated absences and tardies.

2) Visit parent under informal circumstances, expressing same concern.

3) Determine parent's viewpoint of this concern.

4) Build trusting relationship and support of parent through other informal encounters or by attendance at village events.

5) Work out an agreement on a method of approaching student between teacher and parent.

6) If possible, arrange for tutor/teacher who is Spanish speaking since this is a language spoken in the village.

STRATEGY:	Students Teach One Another
PURPOSE:	Meeting needs of individual students
DESCRIPTION:	When new students come into the class, they are paired with other students for specific procedures or orientation.
TARGET AUDIENCE:	Vocational Students
KEY PEOPLE:	Teacher
FIELD TESTED:	Tucson High School, Bill Welch

PROCEDURE:

1) When a student enters the class mid-year, or lacks the same skill level as others in the class, team that student with a more experienced student.

2) Ask the teaching student to explain a specific thing, such as room layout, safety procedures, use of equipment, or a particular skill or task.

3) This kind of one-on-one interaction benefits both students. The "teacher" learns, since he has to analyze the steps necessary to explain. If his explanation is not right, he has to figure out what he forgot to say, and go back and correct it. In the process, he refines his own knowledge and understanding of the procedure.

STRATEGY: Neighborhood Parent Meeting

PURPOSE: To gain parental input regarding school boundaries

DESCRIPTION: Parents are invited to a neighborhood home to discuss an issue of mutual concern.

TARGET AUDIENCE: Parents

KEY PEOPLE: Parents, Spanish and Indian language interpretors (if necessary)

FIELD TESTED: Tucson High School, Delores Bravo and Marilyn Christian

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PROCEDURE:

1) Contact an interested parent to volunteer the use of their home as location for the group meeting.

2) Schedule a convenient date and time.

3) Invite 8-10 parents to the neighborhood meeting location.

4) Arrange for refreshments to be served.

5) With one parent acting as facilitator, ask parents to voice appropriate questions or concerns.

STRATEGY: Mural Depicting Cultural Diversity

PURPOSE: To enhance student pride in cultural diversity within their school

DESCRIPTION: A mural, designed and painted by students, is commissioned for a large wall in prominent view of students and visitors.

TARGET AUDIENCE: All students

KEY PEOPLE: Student artists and administrators

FIELD TESTED: Tucson High School

PROCEDURE:

1) Secure administrative and district support.

2) Meet with art teacher to select artists and design. (You may choose to host an all school competition with the best design selected as the mural.)

3) Select area to be painted.

4) Purchase necessary supplies.

5) Have artists begin the mural.

6) Notify news media to publicize student work.

7) When the mural is completed, take pictures and celebrate.

VARIATIONS: Each barrio (neighborhood) could contribute a mural or segment of the total work.

STRATEGY: Study Skills Tutoring Program

PURPOSE: To build confidence in high school students.

DESCRIPTION: Tutoring sessions in the study skills areas are offered on a regular basis. Students who do not attend are called in periodically to remind them of the service.

TARGET AUDIENCE: Economically or culturally disadvantaged students.

KEY PEOPLE: Bilingual, bicultural tutors

FIELD TESTED: Tucson High School, Marilyn Christian and Delores Bravo

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PROCEDURE:

1) Set up a schedule of weekly sessions.

2) Outline the topics to be addressed in the sessions:
   - How to write effectively
   - How to study for tests
   - How to study math
   - How to gain confidence in yourself

3) Set up time to meet with individual students. (Possibilities are to release from study hall or an elective class or students may come in on their own.)

4) Students are given a chance to practice in a supportive environment.

5) The tutor notifies those teachers whose students are receiving help.

STRATEGY: Job Board

PURPOSE: To assist students in finding part-time work

DESCRIPTION: Jobs are listed on index cards and posted in the Career Center for students to view.

TARGET AUDIENCE: Students and prospective employers

KEY PEOPLE: Secretary or aide in Career Center

FIELD TESTED: Tucson High School, Cece Hall and Rosemary Tindall

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PROCEDURE:

1) Submit proposal to secure administrative approval.

2) Since this strategy requires publicity, write a public service announcement stating that part-time student workers are available, giving phone number and name of contact persons. Distribute to media sources.

3) Develop a form with necessary information to facilitate secretary in recording phone messages.

4) Ask secretary to explain to prospective employers that this is a job advertising service, but that you cannot guarantee student work.

5) Record all requests for workers in a notebook. List the name of students referred for each job.

6) List job title only on the job board. Students are required to get additional details from secretary, who lists details of each job in the notebook. (Note: No more than three students should be sent to interview for each job.)

7) Ask students to inform the secretary if they accept a position.

STRATEGY:	Small Group Job Site Visitation
PURPOSE:	Career Awareness; Decision Making
DESCRIPTION:	As a "finale" to other career activities, Indian students visit job sites and learn more about jobs which are of interest to them.
TARGET AUDIENCE:	Indian Students in Tucson Unified School District
KEY PEOPLE:	Indian counselors and program coordinators
FIELD TESTED:	Tucson Unified School District (Title IV and Johnson-O'Malley Project Funds)

PROCEDURE:

1) Hold a series of training sessions for the students in which you go over resumes, interviews, and other job-seeking skills. Use this field trip activity as a wrap-up to the unit or series.

2) Ask students to name jobs and job sites that interest them.

3) Make a list of the most popular job sites, and ask students to prioritize by marking 1st, 2nd, 3rd choices.

4) Choose a day and time for the trip.

5) Call the sites to make arrangements. Talk to a contact person who can give a site overview and answer students questions. Our sites were:

   I.B.M., Tucson Skill Center, Tucson Beauty College, Veterans Hospital, Mountain Bell, and the Center for Employment Training.

6) Arrange transportation. (We used school vans and teacher-drivers.)

7) Get students excused from class, etc., following school procedure.

8) Before the field trip, meet with students briefly to explain what you expect in the way of courtesy, etc. Help students review the questions they want to ask at each site.

9) Go along as an observer, to offer support.

STRATEGY: Bilingual Registration Packet for Eighth Graders and Their Parents

PURPOSE: To explain the registration procedure and introduce a four-year plan.

DESCRIPTION: A five-page printed packet to help eighth graders and their parents plan for high school.

TARGET AUDIENCE: Incoming ninth graders and their parents.

KEY PEOPLE: High school principal, counselors

FIELD TESTED: Tucson High School, Gil Carrillo

PROCEDURE:

1) Have principal write cover letter for the packet.

2) Have counselor write introductory letter explaining registration materials; (Include the name and phone number of person to contact for answers to pertinent questions.)

3) Write a trial four-year plan, listing requirements and electives.

4) Write all of the above in Spanish.

5) Have materials printed.

6) Distribute materials to students/parents.

7) Collect those materials needed for pre-registration.

NOTE: See sample forms on following pages.

TUCSON HIGH SCHOOL
400 N. SECOND AVENUE
TUCSON PUBLIC SCHOOLS
TUCSON, ARIZ. 85705

Spring, 1981

Dear Future Badgers and Parents:

Going into high school today is a very complicated process. One of our objectives is to provide a wide curriculum so that all Tucson High School graduates will be prepared to pursue the career or higher education of their choice. This variety of classes does make selection of great importance. I hope that you, as parents, will get involved in your student's choice of classes. I also hope that you will involve the counselors and teachers at your junior high school as they can give you valuable information on class selection.

In selecting classes it is important that you consider career and educational goals, or possible career areas you may wish to investigate. This is a good time to "try out" different areas of the curriculum. However, keep in mind that the beginning academic and vocational classes you select in 9th and 10th grade can determine the advanced classes you take later. It is also of paramount importance that you consider at all times the requirements for graduation from Tucson High School which are listed on page three.

Registration is probably one of the most important things in a student's high school career, because the choices that are made can have a great effect on the future. In selecting your classes this year, it is expecially important that you carefully consider your alternate classes - - your 7th, 8th, and 9th choices, as it is quite possible that budget considerations may cause some classes to be cancelled. Your junior high counselor and our counselors will be happy to assist you in planning alternatives.

If you have any questions pertaining to registration at Tucson High School, please contact your junior high counselor, or call the Tucson High School Counselor's Office at 791-6731. I hope that you will take advantage of the many opportunities available at Tucson High School and <u>get involved</u>: in your classes, in sports, in extracurricular activities, and, as parents, in our Parent Partnership Council. Best wishes, and if we can be of any service, please let us know.

Sincerely,

Gilbert A. Carrillo
Principal

GAC:mbd

TUCSON UNIFIED SCHOOL DISTRICT
TUCSON HIGH SCHOOL
400 N. SECOND AVENUE
TUCSON, ARIZONA
85705

Primavera, 1981

Estimados futuros Badgers y padres:

Ingresar a escuela secundaria hoy requiere un proceso complicado. Uno de nuestros objetivos es proveer un amplio plan de estudios a fin de que todos los graduados de la Escuela Secundaria Tucsón estén preparados para seguir una carrera o una más elevada educación de su preferencia. Esta variedad de clases hace que la selección sea de gran importancia. Espero que ustedes, como padres, se involucren en la selección de clases de su estudiante. También espero que ustedes involucren a los consejeros y maestros de su escuela intermedia puesto que ellos pueden darles valiosa información sobre las clases a seleccionar.

Al seleccionar las clases es importante que tomen en consideración la carrera y metas educacionales, o posibles áreas de carreras que deseen investigar. Esta es una buena oportunidad de "tomar a prueba" diferentes áreas del plan de estudios. Sin embargo, tengan en mente que el comienzo de clases académicas y vocacionales que seleccionen en el 9º y en el 10º grado puede determinar las clases avanzadas que tomarán más tarde. Es también de suprema importancia que ustedes consideren en todo momento los requerimientos para la graduación de la Escuela Secundaria Tucsón que están en lista de la página tres.

La inscripción es probablemente una de las más importantes cosas en la carrera de un estudiante de secundaria, porque las selecciones que se hacen pueden tener un gran efecto en el futuro. Al seleccionar sus clases este año es especialmente importante que ustedes cuidadosamente consideren alternativas - - sus séptima, octava y novena selecciones, puesto que es muy posible que las consideraciones del presupuesto puedan causar cancelación de algunas clases. Su consejero de intermedia y nuestros consejeros tendrán mucho gusto en ayudarles para planear las alternativas.

Si tienen algunas preguntas relacionadas con la inscripción en la Escuela Secundaria Tucsón, por favor comuníquense con el consejero de intermedia, o llamen a la Oficina de Consejeros de la Escuela Secundaria Tucsón al- - 791-6731. Espero que ustedes aprovechen las muchas oportunidades disponibles en la Escuela Secundaria Tucsón e involúcrense: en sus clases, en deportes, en actividades relacionadas pero no pertenecientes a los cursos y, como padres, en nuestro Consejo de Padres Asociados. Pidiéndoles que nos hagan saber si podemos servirles en algo, expresamos nuestros buenos deseos.

Atentamente

Gilberto A. Carrillo
Director

GAC:mbd
trans:CJ:jbp

Spring, 1981

Dear Eighth Grader:

It is time for you to start thinking about the classes you will take at Tucson High next year. There are a lot more classes for you to choose from in High School than there were in Junior High, so you really have to do some thinking. Here are some of the questions you might want to ask yourself as you choose your classes:

What do you want from High School?

Do you want it to prepare yourself to go right out and get a good job?

or

Do you want High School to prepare you for more education after High School (like a college or university, junior college, a trade, technical or business school)?

or

Are you really not sure, and want to take classes in High School that leave as many choices as possible open to you?

What careers are you thinking about? (It is perfectly natural to be interested in a number of careers.)

Are there classes you can take in High School to help you to prepare for the career or careers you are interested in? (You might want to ask your teachers or counselor on this one.)

What are your favorite classes in Junior High?

What are your least favorite classes in Junior High?

What are you interested in? Are there some things you would like to explore? Is there anything you don't know much about, but would like to learn?

We hope that you will discuss these questions, and your choice of classes, with your parents, your junior high counselor, your teachers and your friends.

However, before you make any choices, you had better know about the Tucson High School Graduation Requirements.

Estimado graduando del Octavo:

Es tiempo de que vayas pensando acerca de las clases que habrás de tomar en la Secundaria Tucsón en el año próximo. En la Escuela Secundaria hay muchas clases más entre las cuales escoger que las que hubo en la escuela Intermedia, así que realmente tienes en qué pensar. Aquí están algunas preguntas que podrías hacerte al tiempo de escoger tus clases:

¿Qué es lo que deseas de la Secundaria?

¿Deseas prepararte para salir directamente a un buen trabajo?

o

¿Deseas que la Secundaria te prepare para más educación después de la Secundaria (como Colegio o Universidad, Colegio Corto, un oficio, escuela técnica o de negocios)?

o

¿No estás realmente seguro, y quieres tomar clases de Secundaria que dejen abierto para ti tanto para escoger como sea posible?

¿En cuáles carreras estás pensando? (Es perfectamente natural estar interesado en varias carreras).

¿Hay clases que puedes tomar en Secundaria que te ayudarían a prepararte para la carrera o carreras en las que estás interesado? (Posiblemente quieras preguntar a tus maestros o consejeros sobre esto).

¿Cuáles son tus clases favoritas en la Intermedia?

¿Cuáles son tus clases menos favoritas en la Intermedia?

¿En qué estás interesado? ¿Hay algo que te gustaría explorar? ¿Hay algo de lo que no conoces mucho pero que te gustaría saber?

Esperamos que hables de estas preguntas, y de tu selección de clases, con tus padres, tu consejero de la Escuela Intermedia, tus maestros y amigos.

Sin embargo, antes de que hagas cualquiera selección, es mejor que sepas acerca de los Requerimientos de Graduación de la Escuela Secundaria Tucsón.

TUCSON HIGH SCHOOL GRADUATION REQUIREMENTS

4	credits	English
2	credits	Math
2	credits	Science
1	credit	American History
1	credit	American Government
2	credits	Physical Education
½	credit	Free Enterprise
½	credit	Health and Driver Ed
7	credits	Electives (courses you get to choose)
20	credits	altogether

MINIMUM REQUIREMENTS

Option #1
one year General Math (9th) and
one year of Consumer Math (12th)

Option #2
one year General Math or Pre-Algebra (9th)
and one year Algebra (10th)

Option #3
One year each Algebra (9th) and Geometry (10th)

Note: One class for one year equals one credit.

Students planning to attend a college or university should talk with their counselor concerning entrance requirements for the particular schools they wish to enter. Arizona universities require the following minimum credits for entrance:

4	credits	English	1	credit	Lab. Science
1	credit	Algebra	2	credits	Social Studies
1	credit	Geometry			

Some four-year colleges and universities strongly recommend two credits of more in foreign languages. Colleges of Engineering, Architecture, Mines, and other technical fields usually require or recommend units of credit as follows: Second Year Algebra, Trigonometry, Analytic Geometry, Chemistry, Physics, in addition to the general requirements for entrance. Many other college programs, including Business and Health Careers, require, or strongly recommend, mathematics beyond Algebra I and Geometry.

It is suggested that students planning to attend a college or university take the Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in 10th or 11th grade. Most college-bound students will have to take either the ACT or the SAT College Entrance Examination in 11th or 12th grade. Application for college scholarships and financial aid and for admission to college should be made during the senior year. Student should be aware that school and community activities, as well as good grades and proper high school classes, may be important for college entrance and scholarships. Students should see their counselor for specific information on application forms, deadlines and requirements.

Now, read the next page, think about everything you've just read, and write down the classes that are right for you in the Trial Course Selection blanks. Make sure that your 7th, 8th and 9th choices are classes you really would like to take, because the chances are good you will get at least one of them.

Freshmen should sign up for 3 Academic Subjects and Physical Education. Many of you will take English, Math and Biology as your academic subjects. If your Reading Teacher and your Junior High counselor advise you to take Reading, you may want to take Reading Improvement instead of Biology.

REQUERIMIENTOS PARA GRADUACION DE LA ESCUELA SECUNDARIA TUCSON

4	créditos	Inglés
2	créditos	Matemáticas
2	créditos	Ciencias
1	crédito	Historia de América
1	crédito	Gobierno Americano
2	créditos	Educación Física
½	crédito	Empresa Libre
½	crédito	Educación de Salud, Conducción de Vehículos
7	créditos	Electivos (Cursos que puedes escoger)

20 créditos en total

REQUERIMIENTOS MINIMOS

Opción #1
Un año de Matemáticas Generales (9º) y un año de Matemáticas de Consumidor (12º)

Opción #2
Un año de Matemáticas Generales o Preálgebra (9º) y un año de Algebra (10º)

Opción #3
Un año de cada una Algebra (9º) y Geometría (10º)

Nota: Una clase por año equivale a un crédito.

Los estudiantes que planean asistir a un colegio o universidad deberían hablar con su consejero con respecto a los requerimientos de ingreso para las escuelas a las que particularmente desean ingresar. Las universidades de Arizona requieren el siguiente mínimo de créditos para ingreso:

4	créditos	Inglés	1	crédito	Ciencias de Laboratorio
1	crédito	Algebra	2	créditos	Estudios Sociales
1	crédito	Geometría			

Algunos colegios y universidades de cuatro años fuertemente recomiendan dos o más créditos en idiomas extranjeros. Los colegios de Ingeniería, Arquitectura, Minería, y de otros campos técnicos usualmente requieren o recomiendan unidades de crédito como sigue: Algebra de Segundo Año, Trigonometría, Geometría Analítica, Química, Física, además de los requerimientos generales para ingreso. Muchos otros programas de colegio incluyendo carreras de Negocios y de Salud requieren, o fuertemente recomiendan, matemáticas superiores a Algebra y Geometría.

Se sugiere que los estudiantes que planean asistir a colegio o universidad tomen la Prueba Preliminar de Aptitud Escolástica (Preliminary Scholastic Aptitude Test -- (PSAT/NMSQT) en los gracos 10 y 11. La mayoría de los estudiantes que habrán de ir a colegio tendrán que tomar el Examen de Admisión a Colegio ACT o SAT en los grados 11 y 12. La solicitud para becas y ayuda financiera y para admisión a colegio deben hacerse durante el último año de secundaria. Los estudiantes deben quedar entendidos de que las actividades escolares y de la comunidad, así como buenas calificaciones y los apropiados cursos escolares, pueden ser importantes para la admisión a colegio o becas. Los estudiantes deben consultar con su consejero para la información específica o formularios de solicitud, límite de fechas y requerimientos.

Ahora, lee la siguiente página, piensa acerca de todo lo que acabas de leer, y en el formulario de selección de cursos a prueba (Trial Course Selection) anota las clases que son las que te corresponden. Asegúrate de que tus selecciones 7, 8 y 9 son clases que realmente te gustaría tomar, porque hay muchas probabilidades de que obtengas cuando menos una de ellas.

Los estudiantes de primer grado deberían firmar para 3 Materias Académicas y Educación Física. Muchos de ustedes tomarán Inglés, Matemáticas y Biología como sus materias académicas. Si tu Maestro de Lectura y tu consejero de Escuela Intermedia te aconseja tomar Lectura, podrás querer tomar Mejoramiento de Lectura (Reading Improvement) en lugar de Biología.

TUCSON HIGH SCHOOL
CLASSES FOR FRESHMEN

Required classes freshmen should take:

English (We will give you the class best for you.)

Physical Education (P.E. classes usually have a different activity every 4-5 weeks.)

Mathematics
- General Math
- Pre-Algebra
- Algebra

(Ask your math teacher and your counselor which would be best for you.)

Reading Improvement-Title I
If you are taking Reading now, you might have to take it next year. Ask your Counselor and Reading Teacher.

REMEMBER: Think carefully about your 7th, 8th and 9th choices. You may get least one of them as classes are cancelled or filled up.

TRIAL COURSE SELECTION

1. English
2. Physical Education
3. Math:
4. Biology (or Reading Improvement)
5. _____
6. _____
7. _____
8. _____
9. _____

ELECTIVES

ART
- General Art
- Ceramics
- Commerical Design
- Design in Crafts Workshop
- Sculpture

BUSINESS EDUCATION
- Bilingual Typing (Spanish/English)
- Business Principles
- Exploratory Business
- Typing

HOME ECONOMICS
- General Home Economics

INDUSTRIAL EDUCATION
- Auto Mechanics
- Electronics
- Exploratory Industrial Arts (¼ each Drawing, Machine, Welding, Woods)
- Graphic Arts (½ Printing, ½ Photo)
- Horticulture
- Machine Shop
- Mechanical Drawing
- Sheet Metal
- Welding
- Wood Working

FOREIGN LANGUAGE
- French I
- German I
- Spanish I
- Hebrew (Independent Study)
- Latin (Independent Study)

MISCELLANEOUS
- Drama
- Modern Dance
- Speech
- Mexican Folk Dance (Los Tucsonenses)
- Beginning Journalism

MUSIC
- Band
- Chorus
- Orchestra
- Mariachi Group
- Guitar

READING
- Exploratory Reading

SPECIAL CLASSES - You must meet special requirements to get into these. Ask your counselor.
- English/Humanities - G.A.T.E. Program
- English/Spanish - Bilingual Program
- English As A Second Language (E.S.L.)
- Spanish II (Second Year)
- Geometry

NOTE: Except where indicated, all classes are one year in length.

ESCUELA SECUNDARIA TUCSON
CLASES PARA PRIMER AÑO

Clases requeridas que los estudiantes de primer año deben tomar:

Inglés (Te daremos la clase que sea mejor para ti)

Educación Física (Las clases de E.F. usualmente tienen una diferenta actividad cada 4-5 semanas)

Matemáticas
- Generales
- Pre-Algebra
- Algebra

(Pregunta a tu maestro de matemáticas y a tu consejero cuál será mejor para ti)

Mejoramiento en Lectura-Título I
Si estás tomando Lectura ahora, quizás tendrás que tomarla en el año siguiente. Pregunta a tu consejero o a tu Maestro de Lectura.

SELECCION DE CURSOS A PRUEBA

1. Inglés _____
2. Educación Física _____
3. Matemáticas: _____
   Mejoramiento
4. Dicción o en Lectura _____
5. _____
6. _____
7. _____
8. _____
9. _____

RECUERDA: Piensa cuidadosamente acerca de tus selecciones 7. 8 y 9. Podrías tener por lo menos una de ellas porque las clases han sido canceladas o se han completado.

ELECTIVAS

ARTE
- Arte General
- Cerámica
- Diseño Comercial
- Sesión de Diseño en Artesanías
- Escultura

EDUCACION EN NEGOCIOS
- Mecanografía Bilingue (Español/Inglés)
- Principios de Negocios
- Negocios Exploratorios
- Mecanografía

ECONOMIA DOMESTICA
- Economía Doméstica General

EDUCACION INDUSTRIAL
- Mecánica Automotriz
- Electrónica
- Artes Industriales Exploratorias (½ cada una Dibujo, Máquinas, Soldadura, Carpintería)
- Artes Gráficas (½ Imprenta ½ Fotografía)
- Horticultura
- Maquinaria
- Dibujo Mecánico
- Hojalatería
- Soldadura
- Carpintería

IDIOMAS EXTRANJEROS
- Francés I
- Alemán I
- Español I
- Hebrero (Estudio Independiente)
- Latín (Estudio Independiente)

MISCELANEAS
- Drama
- Danza Moderna
- Locución
- Danzas Mexicanas (Los Tucsonenses)
- Principios de Periodismo

MUSICA
- Banda
- Coro
- Orquesta
- Grupo de Mariachi
- Guitarra

LECTURA
- Lectura Exploratoria

CLASES ESPECIALES - Tienes que cumplir con requerimientos especiales para tomarlas. Pregunta a tu Consejero.
- Inglés/Humanidades - Programa G.A.T.E.
- Inglés/Español - Programa Bilingue
- Inglés como Segundo Idioma (E.S.L.)
- Español II (Segundo Año)
- Geometría

NOTA: Todas las clases tienen duración de un año, excepto donde se indica.

All students at Tucson High are asked to plan their high school career - - a Four Year Plan, we call it. Even though you might not know what you want to do, and don't know that much about advanced classes, we'd like you to use the space below to fill in the classes you think you'll take through high school.

TUCSON HIGH SCHOOL FOUR YEAR PLAN

9th Grade	10th Grade	11th Grade	12th Grade
English	English	English	English
Math	Math	Am. History	Am. Government
Science	Science	P.E.	
P.E.	Free Enterprise-Health-Driver Ed		

Alt._____

Alt._____

Alt._____

We will ask you to make this kind of plan every year at Tucson High, and you will probably make many changes. This is just a chance for you to look at how the classes you've selected for next year might fit into a total high school program.

Please remember that you must return both the white Class Selection Card and the Yellow Information Card to your junior high counselor to be registered for Tucson High. You will receive a letter over the summer telling you when you can pick up your class schedule and get your books. The letter will also tell you the time and place for the New Student Orientation Program which we urge you to attend.

We hope that you will get involved in classes, sports and activities at Tucson High, and that your four years here are both fun and worthwhile. One of us will be your assigned counselor - - please come and see us, we are here to help you.

See you this fall

The Tucson High Counselors

Mr. Richard Force Mr. Roger Ingersoll
Mrs. Lupe Herrera Ms. Deanna Taylor
Mrs. Cecilia Hall, Career Center

Spring, 1981

En la Secundaria Tucsón se pide a todos los estudiantes que planeen su carrera de secundaria - - lo llamamos un Plan de Cuatro Años. Aun cuando tú no puedas saber lo que deseas hacer, y no sepas mucho acerca de clases avanzadas, quisiéramos que usaras el espacio inmediato para anotar las clases que piensas que tomarías en la escuela secundaria.

PLAN DE CUATRO AÑOS DE LA ESCUELA SECUNDARIA TUCSON

9º Grado	10º Grado	11º Grado	12º Grado
Inglés	Inglés	Inglés	Inglés
Matemáticas	Matemáticas	Historia América	Gobierno Americano
Ciencias	Ciencias	Educación Física	
Educación Física	Empresa Libre- Educación Salud Conducción Vehículos		

Alt. _ _____

Alt. _____

Alt. _____

En la Secundaria Tucsón te pediremos que hagas esta clase de plan cada año, y tú probablemente harás muchos cambios. Esta para ti es sólo una oportunidad de ver cómo las clases que has seleccionado para el siguiente año podrían quedar dentro de un programa de escuela secundaria total.

Por favor recuerda que debes devolver tanto la Tarjeta de Selección de Clases blanca como la Tarjeta de Información amarilla a tu consejero de escuela intermedia para que la registre para Secundaria Tucsón. Recibirás una carta en el verano diciéndote cuándo puedes recoger tu horario de clases y obtener tus libros. La carta también te dirá la hora y lugar para el Programa de Orientación de Nuevos Estudiantes, al cual te recomendamos que asistas.

Esperamos que te involucres en clases, deportes y actividades de la Secundaria Tucsón, y que tus cuatro años aquí sean tan valiosos como divertidos. Uno de nosotros será asignado como tu consejero - - por favor ven a vernos, que estamos para ayudarte.

Te veremos en otoño,

Los Consejeros de la Secundaria Tucsón

Sr. Richard Force Sr. Roger Ingersoll
Sra. Lupe Herrera Ms. Deanna Taylor
Sra. Cecilia Hall, Centro de Carreras

STRATEGY: Work Plan Showing Step-by-Step Process

PURPOSE: To train students in habits of quality workmanship and to teach students the importance of following a work plan.

DESCRIPTION: Using a core project, teachers train students to use machinery. Every student works on the same project, following specific steps. The teacher provides a demonstration daily, with students continuing with their work based on this demonstration.

TARGET AUDIENCE: Students in vocational woodworking classes.

KEY PEOPLE: Instructor

FIELD TESTED: Pueblo High School, Pat Richardson

PROCEDURE:

1) Develop work plan, outlining steps for each stage of the project.

2) Choose a portion of the project to demonstrate each day. Have students work according to steps outlined in demonstration.

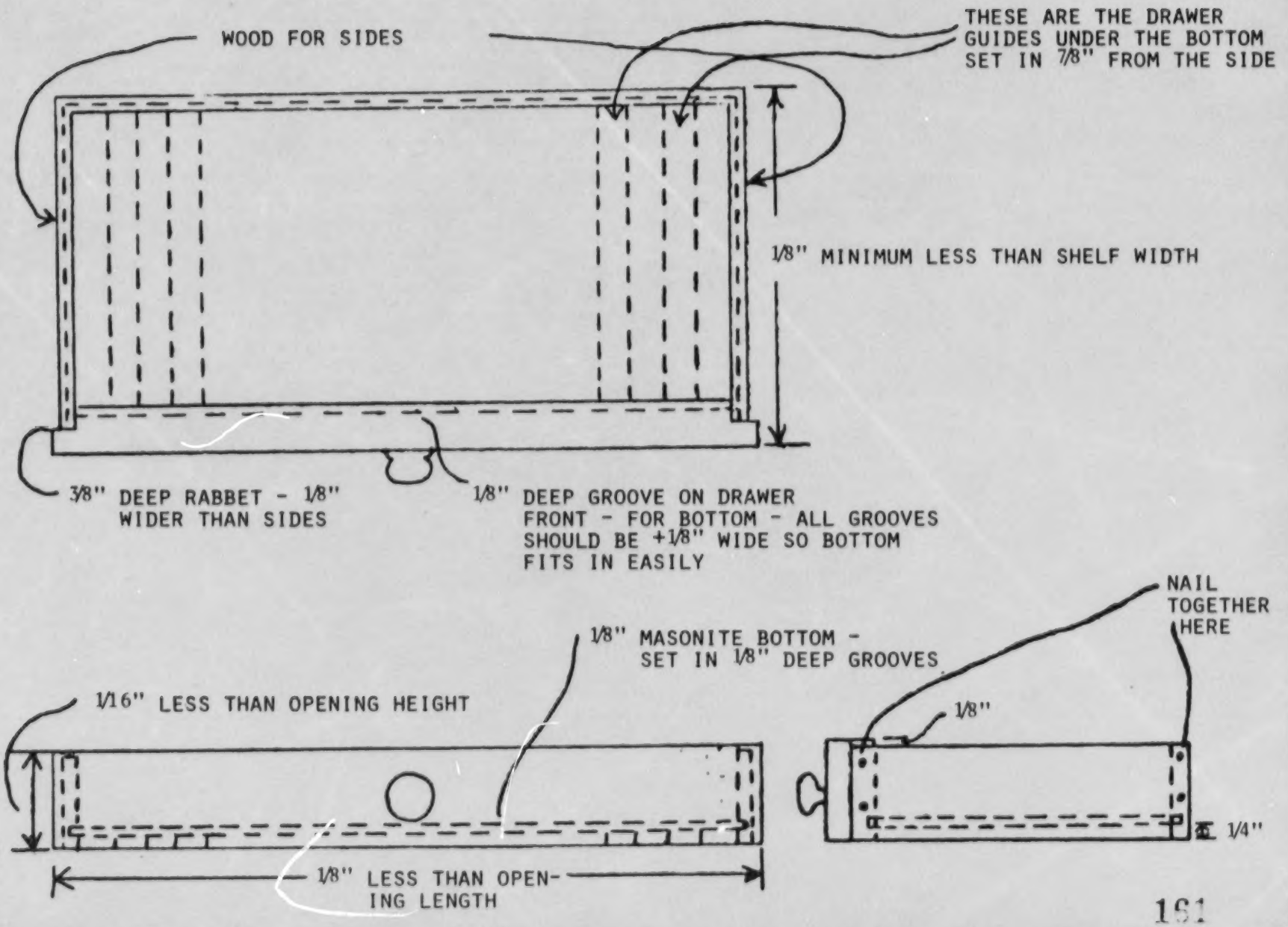
3) Use plan to record the work that each class has completed.

4) Request that students use the plan to monitor their work.

5) If a student falls behind in work, use plan to determine student's ability to understand and follow directions.

6) Students are not provided with replacement plans if they lose the first set. Instruct students to figure out the plan for themselves or to look at someone else's plan. This is to demonstrate/simulate a real work situation which stresses personal responsibility.

NOTE: See sample forms on following pages.


WOOD FOR SIDES
THESE ARE THE DRAWER GUIDES UNDER THE BOTTOM SET IN 7/8" FROM THE SIDE
1/8" MINIMUM LESS THAN SHELF WIDTH
3/8" DEEP RABBET - 1/8" WIDER THAN SIDES
1/8" DEEP GROOVE ON DRAWER FRONT - FOR BOTTOM - ALL GROOVES SHOULD BE +1/8" WIDE SO BOTTOM FITS IN EASILY
1/8" MASONITE BOTTOM - SET IN 1/8" DEEP GROOVES
NAIL TOGETHER HERE
1/16" LESS THAN OPENING HEIGHT
1/8"
1/4"
1/8" LESS THAN OPEN- ING LENGTH

147

160

191

DRAWER CONSTRUCTION

STEPS OF PROCEDURE

Directions: This is a critical part of your project. You should have a drawer that slides easily and is squared properly. You must have the drawer finished to certain specific dimensions. A working drawing of the finished drawer has been included for your reference.

STEPS OF PROCEDURE: (Check off each step as it is completed)

___ 1. Square up the drawer (3/4" thick) front to have a 1/16" clearance on the top and on <u>each</u> end. (Check this according to the opening between the base top and shelf botton.)

___ 2. Rip the side piece and back piece 1/8" smaller in width than the front.

___ 3. Cut rabbets in the drawer front 1/8" wider than the thickness of the sides - the depth of the rabbets should be ½ the thickness of the drawer front.

___ 4. Cut grooves in front, sides and back wide enough for the bottom to slide in easily (1/8"). The grooves should be at least ½" up from the bottom edge and all grooves should be cut to the same depth. The depth of cut should be set for ½ the thickness of the sides.

___ 5. Cut the sides to length. The total length of the drawer should be 1/8" less than the width of the shelf.

___ 6. Cut the back of the drawer to length - it will be the same length as the back of the drawer front.

___ 7. Glue and nail the sides on to the front of the drawer. Use 3/4" wire brads.

___ 8. Cut drawer bottom to fit.

___ 9. Assemble back and bottom to the rest of the drawer and glue and nail in the back of the drawer with 3/4" wire brads.

___ 10. Install drawer slides on bottom of drawer - they should be set in 7/8" from the sides.

___ 11. Cut out slide openings on back side of back of drawer.

___ 12. Install drawer slides to inside of drawer box.

___ 13. Install drawer knob to finished drawer.

STRATEGY: High School Fact Sheet

PURPOSE: Orientation and Transition

DESCRIPTION: A "survival sheet" is made up on a ditto which lists different types of information a student may need and where to get it.

TARGET AUDIENCE: Freshmen and Transfer Students

KEY PEOPLE: Counselors at junior high and high school

FIELD TESTED: Wakefield Junior High School, Lisa Unger

PROCEDURE:

1) Have a short meeting to brainstorm the items that need to be included on the sheet.

2) Research the name and room number of the person to contact for each problem.

3) Get the sheet typed

4) Have the sheet available in the counseling office.

5) Sample:

If you need information on. . .	contact . . .
Absences, tardies	Mr. G. attendance
Buying books	Mr. B. in bookstore
Sports eligibility	Mr. A., principals office
Tutoring	" "
Clothing for school	" "
Career Information - Extended Day School	" "

STRATEGY:	Map Activity
PURPOSE:	Orientation to High School: Building Confidence
DESCRIPTION:	A map activity with a sample schedule done at the junior high prior to high school.
TARGET AUDIENCE:	Eighth graders and parents
KEY PEOPLE:	Counselor
FIELD TESTED:	Wakefield Junior High, Lisa Ungar

PROCEDURE:

1) Do this activity in the spring, or send it in a letter that goes to students in the summer.

2) Make up a ditto map of the campus and a sample student schedule.

3) Ask students to write on the map, to show where an imaginary student person goes for Spanish class, P.E., etc.

4) Make a list of other things you want the student to find such as: Principals office, counselors office, nurse, dean, bookstore, cafeteria, etc.

5) Give students some time to work with the maps.

6) See if students can name all the services available in each of the following areas: dean, registrar, counselors, bookstore, etc.

STRATEGY: Action Learning Program

PURPOSE: To obtain work experience for high school credit

DESCRIPTION: Students find their own volunteer or paid job position, then arrange with school counselors to obtain credit toward graduation by furnishing proof of hours worked. A total of two credits can be earned.

TARGET AUDIENCE: Juniors and seniors in high school

KEY PEOPLE: School counselors and students

FIELD TESTED: Catalina High School, Santa Rita High School

PROCEDURE:

1) Compose a brochure describing the program. (See accompanying sample.)

2) Develop a packet of appropriate materials for students.

3) Have students get parental and employer approval of program.

4) In an appointment with the school counselor, students will set personal and educational goals for the program.

5) Have students complete paperwork so approved work hours can begin.

6) Have students complete and turn in time cards for each 70 hours worked to be recorded by the school registrar.

7) Collect pay stubs or note signed by employer from students as proof of the number of hours worked.

8) Use on-going communication between the students, counselor and registrar to determine completion of earned credit toward graduation.

Get to the core of the matter.

Now!

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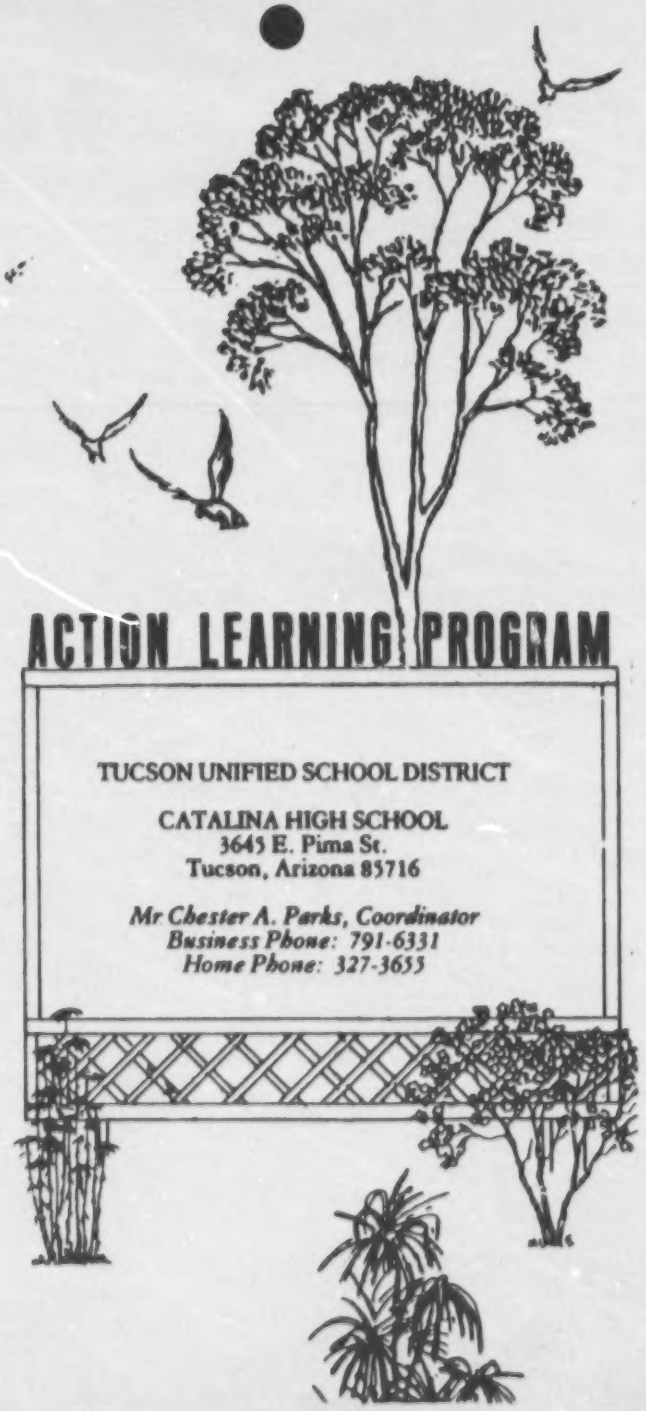

ACTION LEARNING PROGRAM

TUCSON UNIFIED SCHOOL DISTRICT

CATALINA HIGH SCHOOL
3645 E. Pima St.
Tucson, Arizona 85716

Mr Chester A. Parks, Coordinator
Business Phone: 791-6331
Home Phone: 327-3655

the big apple

ACTION LEARNING

Definition of Project

1. Seventy hours of work in the areas of:
   - A. Volunteer Service (non-paid)
   - B. Employment (paid)
2. One-fourth credit is earned for each 70 hours worked.

A total of 2 credits can be earned toward graduation.

CATALINA HIGH SCHOOL

ACTION

1. Picking up Action Learning packet.
2. Getting Parental and Employer approval.
3. Turn completed forms into Career Development Counselor who contact employer for verification of placement.
4. Setting goals with Career Development Counselor.
5. Turning in completed papers so that your hour count can begin.
6. Submitting a time card to Career Development Counselor for each 70 hours that you work, so that it can be recorded in the Registrar's Office.

PRIDE OF PERFORMANCE

If you are doing volunteer work, you can be especially proud, since you are performing an invaluable service to the community without benefit of pay. Your pay is in the satisfaction gained by contributing your services to society.

If you are working for pay, you learn to earn your pay check by being responsible on the job.

LEARNING TO BE RESPONSIBLE

in

1. Getting along with others
2. Improvement of skills
3. Punctuality
4. Alertness
5. Good attendance at work and school
6. Development of accuracy
7. Personal appearance
8. Job knowledge

EARNING

1. You can earn ½ credit for each 70 hours worked.
2. You may earn as many as 2 credits toward graduation.
3. You are provided with a useful income

"take a bite of the Big Apple"

Additional Strategies for Meeting Needs of Disadvantaged Students

1) Help students make a sample four-year plan.

2) Start right off with hands-on experience; keep it exciting; keep theory to a minimum.

3) Program success by keeping tasks very structured, breaking down step-by-step.

4) Individualize instruction whenever possible.

5) Use good students to teach other students. If one student doesn't know what to do next, say "Go watch Bill over there; he's doing what you need to learn".

6) When a student becomes frustrated or angry, give him/her a chance to cool off a bit before starting again.

7) Be ready to change the pace. If students are not working well independently, change to a demonstration format for that day.

8) Allow the student to work at the pace at which she or he is comfortable.

9) Help students without money to buy materials to think of creative ways to finance their projects.

10) Hire bilingual aides to help you relate to Spanish-speaking students.

11) Allow students to bring in their own personal cars or friend's cars to be worked on.

12) Recommend students to people you know who need odd jobs or specialized jobs done.

13) Give students the chance to learn by doing, and the chance for one-to-one interaction with instructor.

14) Use GIS printouts. Send students to counseling office for personalized career counseling.

15) The instructor makes a wall chart, listing all the tasks that need to be done in the course. The instructor checks them off when the task is satisfactorily completed, and writes the date. The grade should not be posted, just the check.

16) Have positive expectations. Don't assume they can't do it.

17) For a student who is truly not producing say,"How can I encourage you if you don't show me any work?" (Again, take the attitude that you expect good work from them.)

18) Every student has skills. Our job is to find the skills and put them to use.

19) The public school doesn't work for every student. Sometimes an alternative like Job Corps, is a good option for a student.

20) Adaptive Education students function best in vocational classes when they have an aide to work with them. (The teacher explains, and goes at normal speed. The aide stays in the class and works one-on-one with the few adaptive education students, thereby allowing these students to keep pace with the others.)

21) Referrals: It is helpful to students with special needs for counselors to refer them to the agency that can give the most help and assistance.

22) Counselors should visit classes such as welding and sheet metal to learn what is done there to assist them in better placement of students.

23) Get tutoring help for students who need it.

24) Take the student where she/he is at present. Instead of trying to convince the students to change goals, show him the skills he can add to what he already knows.

25) Individualize the program. Set up a training plan for each student, and sit down to evaluate with the student once a month, or more often if needed.

26) Have an inservice breakfast with high school department heads and junior high teachers to improve communication.

27) Have a parent night for parents of eighth graders to meet key people from the high school to learn what to expect from high school.

28) Make a map of the high school campus. Have eighth grade students map their route to class.

29) Have eighth grade homerooms visit high school one at a time. Pair each student with a "buddy".

30) Have a summer orientation on the high school campus. Talk to eighth graders about how to survive the first week of high school.

31) Break monotony by holding special events. Have a hot air balloonist or a police guard dog unit.

32) Relate assignment to personal needs and interests. For example, let students work on their own or friends cars in the shop.

33) Keep things simple and fundamental until basic skills are mastered. Example: in beginning photo, learn only how to operate camera and enlarger.

34) Stress basics, hold skills tests on basics. Example: in photo, test how to read a thermoneter, a ruler, Require a short paragraph to accompany a photo.

STRATEGIES

FOR EQUITY

STRATEGY: Non-traditional Speaker Panel

PURPOSE: To provide students with role models in non-traditional career areas.

DESCRIPTION: Three speakers in a related career field are invited to address a group of students. One or two speakers work at a job which is considered non-traditional for their sex.

TARGET AUDIENCE: Students of two combined classes.

KEY PEOPLE: Resource speakers from the community.

FIELD TESTED: Flowing Wells High School, Kathy Lynn

PROCEDURE:

1) Determine the career areas you want covered. (For example, a focus on food service careers could include a fast food restaurant manager, a private restaurant manager and a food chain store manager.)

2) Call several places of business, asking if they have anyone involved in a non-traditional job position at that level.

3) As you secure each speaker, inform them of these necessary details:

   - that they will be part of a speaker panel.
   - that in their time allotment of 5 - 8 minutes they should talk about general job duties, advantages/disadvantages of their job and leave other concerns to the time period reserved for student questions.
   - date, time and location of event
   - contact person to reach for questions or problems.

4) Prepare students for the panel in advance. Ask them to write down questions. (We've found it's best not to tell students that one or more of the speakers is in a non-traditional position.)

5) As the panel progresses, be prepared to stop speakers tactfully if they exceed ten minutes to allow time for questions. (You may want to set up a hand signal with the speakers before they begin.)

6) Be prepared to guide or interject questions, as necessary.

7) Bring the session to a close before the bell rings, thanking the speakers and summarizing briefly.

8) On the day following this event:

   - conduct class discussion, reviewing key points made by the speakers.
   - assign one or two students to write thank you notes to the speakers.

STRATEGY: Student Speaker Panel

PURPOSE: To encourage recruitment of students into vocational programs

DESCRIPTION: Four or five outstanding students serve as a panel in English or Science classes to describe vocational programs. Including some non-traditional speakers, have students talk for five minutes each, fielding questions after all have spoken, and bring samples of work they have completed in those classes.

TARGET AUDIENCE: Students in academic classes.

KEY PEOPLE: Student leaders, counselors, English or Science teachers.

FIELD TESTED: Tucson High School, Bill Monroe and George Hoffman.

PROCEDURE:

1) Select outstanding junior and senior vocational students to serve as panel in freshman and sophomore classes.

2) Encourage non-traditional students (e.g. female in drafting, boy in shorthand) to participate as speakers.

3) Set up schedule of presentations with English or Science teachers.

4) Determine whether you want to plan this as an independent activity or to correlate it with counselor orientation procedures.

5) Follow school policy for releasing student panel speakers from their classes. (Depending on the size of the panel, students may not need to miss an entire class. Plans could be made to schedule the panel for the first half of a class period.)

6) Spend planning time with student speakers, offering suggestions of information to share and points to cover.

7) Suggest that student speakers close each panel presentation with an invitation to freshman and sophomore students to visit the vocational departments and to schedule appointments with teachers involved in these programs.

STRATEGY: Educational Equity Inservice

PURPOSE: To provide information about Title IX; to present equity in a non-threatening manner

DESCRIPTION: Using a portion of a teacher inservice program, include an activity and a film relating to sex bias to raise the issue of educational equity for consideration.

TARGET AUDIENCE: Total school faculty

KEY PEOPLE: School administrator and inservice specialists

FIELD TESTED: Pueblo High School, Lynn Frink

PROCEDURE:

1) Secure administrative support.

2) Determine a date and time for inservice. (This segment requires 60-90 minutes.)

3) Select activities and plan agenda.

4) Meet with co-facilitators for a practice run.

5) Suggested agenda for presentation:

I. Introduction: Title IX and Its Meaning for Educators
   a. personal background
   b. redefined goals

II. Activity: Startling Statments
   Using statistics about men and women in a variety of fields, participants communicate with one another to guess estimations of this information. (See attached)

III. Show film "The Fable of He and She"
   Bibliographical note:
   Learning Corporation of America
   1350 Avenue of the Americas
   New York, New York 10019

IV. Conclusion: Implications for educators in expanding role options for students.

6) Notes to facilitators:

a. Differentiate between sex discrimination, which is defined by law, and sex bias, which refers to patterns of behavior or an underlying set of beliefs.

b. Point out that everyone's comments or beliefs are valid. With the increase of divorce and working women, we need to point out these realities to students in helping them plan for their futures.

c. Be open to some personal sharing of experiences, making certain that the tone remain one of mutual trust and acceptance.

d. Since members of the audience represent many different points of view, the facilitator should be a person whose style demonstrates the mutual trust between the sexes.

ADDITIONAL STARTLING STATEMENTS

1. Women are what percentage of the paid labor force?

2. What percentage of working women must support themselves or a family? (They are single, widowed, divorced or separated.)

3. What percentage of American families is made up of a "homemaker mother", a "breadwinner father" and two children?

4. What percentage of bank tellers and cashiers are male?

5. What percentage of L.P.N's in Pima County are male?

6. What percentage of Tucson's mechanics are female?

7. What is the average hourly wage earned in Pima County by a welder? Plumber? Carpenter? Auto mechanic?

8. What is the average hourly wage earned in Pima County by a waitress? Secretary? Nurse's Aid? Bank Teller? Dental Assistant?

9. The average 25 year old woman of today who is married, with two children, will work outside the home _____years of her life.

10. What percentage of full-time female workers earn $15,000 a year or more?

11. Women who are single, divorced, separated or widowed will work _____ years of their lives.

12. Over _____% of girls in junior and senior high school today will be engaged in paid employment at some time in their lives.

13. For a woman to make more than the median income of a man with 8 years of elementary school, how much education must she have?

14. Between 1950 and 1974, the number of male workers in the labor force increased by 25%. What was the corresponding figure for women?

15. What percentage of all high school dropouts are male?

16. A recent study shows that boys receive spankings _____more often than girls.

17. From age 15-24, the male death rate is what percentage higher than the female rate?

18. What percentage of severly and moderately disturbed children are male?

19. Today the average female life expectancy is _____ years longer than the male?

20. Of the students with a D or F grade average, what percentage are boys?

ADDITIONAL STARTLING STATEMENTS

1. 46%
2. 44%
3. 7%
4. 17%
5. 6%
6. Less than 1%
7. $7.68, $7.31, $7.83, $6.95
8. $1.94, $3.89, $3.19, $3.17, $4.21
9. 34
10. 5% compared to 26% men
11. 41 (Work life expectancy for men is 41 years)
    (One in every 5 students comes from a single parent home)
    (13% of families have women as heads of households)
12. 95%
13. 5 years of college
14. 100%
15. 63%
16. 18 times
17. 175%
18. 70%
19. 8 (Social scientists expect a decrease with decreases in pressures on men)
20. 60%

STRATEGY: Junior High Orientation Week

PURPOSE: Orientation to high school. Recruitment of students into high school classes that interest them.

DESCRIPTION: High school department heads present orientation of their programs to junior high student groups prior to registration for high school.

TARGET AUDIENCE: Incoming 9th graders

KEY PEOPLE: Administration, department heads and junior high teachers

FIELD TESTED: Sunnyside High School (1971 - 1981), Apollo Junior High, Sunnyside Junior High

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PROCEDURE:

1) Administrators at the junior and senior high schools select one week sometime prior to registration of students.

2) Administrators inform department heads of the day for their presentation.

3) Three department heads go on a given day.

4) Space is designated at the junior high for the presentations. (The cafeteria, a large classroom, the auditorium)

5) Junior high students are scheduled for presentations in groups of 60-90 students.

6) Presentations are made, using student handbook and course descriptions.

VARIATIONS:

1) Some department chairmen use slide presentations which include a variety of students in the slides -- male and female in non-traditional classes, handicapped, and minority students.

2) Some department chairmen bring students to talk.

Additional Strategies to Address Educational Equity

1) Have a sense of humor. For example, washing dishes: "There's no lifeguard, but dive in".

2) In a mixed home economics class, have a girl come in a football uniform, and a guy with bucket and mop. Discuss reaction and response to the stereotypes.

3) Assignment: Watch T.V. commercials. Report stereotypes seen.

4) Activity: Have girls guess costs of tires, motor oil, tools, woods, other hardware. Have guys guess costs of clothing, furnishings, etc. Check accuracy.

5) Encourage administration to look for non-traditional teachers such as a male typing teacher.

6) Be low-key with the few non-traditional students you have. Don't draw attention to them, but let them know you are willing to help.

7) Invite non-traditional workers to talk about their jobs. Get ideas from students for the kinds of speakers they would like to hear.

8) Do a career history on each student and later share. Do yours, too. Ask students to list all the jobs they've considered since second grade. Discuss why they changed their minds, if they did. Did the reasons have to do with sex bias?

9) List traditional jobs for men and women. Discuss how many of the areas are now open to the other sex.

10) Order professional magazines for library such as "Career World", "Working Women", etc.

11) Set yearly goals, by departments, such as, "increase balance of male/female enrollment" or "increase enrollment of college-bound students".

12) Encourage interested students to do job-shadowing, or observe people in non-traditional careers.

13) Sell programs in terms of hobbies as well as careers.

14) Share employment and job-trends statistics with parents and students.

15) Use outside resources, trade unions, former students, parents and employers, to provide traditional and non-traditional job trend information.

16) Discourage guys from making girls the "tool fetchers" in shop classes.

17) Encourage girls to get dirty, then provide soap and time to let them clean-up afterwards to their satisfaction. Encourage them to wear coveralls, if they like.

Strategies for recruiting and retaining male and female students in non-traditional vocational education programs from Vocational Education Institutes, February 28, 1981.

1. Student project displays.
2. Classroom orientation.
3. Student word-of-mouth.
4. Organize and coordinate full faculty inservice to increase faculty awareness before registration.
5. Educational Fair before registration.
6. More detailed and complete course description before registration.
7. Orientation at junior high on advantages of taking vocational education classes.
8. Freshman orientation.
9. Spread information about non-traditional careers through counseling sessions.
10. Non-traditional speakers in classrooms.
11. Career units.
12. Non-traditional career assemblies.
13. Orientation and registration assembly - complete course descriptions and department heads talk about their programs sharing how class skills can be used in the future.
14. Students demonstrate activities from classes.
15. Student speakers in other classes to recruit.
16. Printed and audio visual materials on non-traditional occupations available in library.
17. Career Day - include non-traditional role models.
18. Listen to students who have no career goal and refer for career counseling.
19. Parents night - emphasize benefits of vocational education and non-traditional placements.
20. Share employment statistics with parents and students.
21. Poster displays.
22. Slide presentations.
23. Individually speaking with students.
24. Counselor involvement in registration and in classrooms.
25. Advertise to peer groups.
26. Use non-traditional audio-visual materials.
27. Make slide presentation for orientation at junior high school level and use student displays.
28. Develop audio-visual presentation with a young woman and a young man presenting the program to use at spring registration.
29. Parent awareness session in school situation.
30. Student involvement at elementary level.

31. Visitation time for students to vocational education classes to observe.
32. Recruit through English classes.
33. Hold student events in evening to encourage parent involvement.
34. High school students speak in junior high classes.
35. Show and tell - students to students..
36. Students teach to elementary students.
37. Students develop lessons in early childhood classes to present at elementary schools.
38. Pairs of students of both sexes to go to other classes to promote and recruit.
39. Community panels as career speakers.
40. Window displays.
41. Inform counselors about course descriptions.
42. Bulletin boards of common names.
43. Professional magazines in library, i.e., "Savvy", "Working Women", "Career World".
44. Give students more time in helping them fill out their schedules.
45. Write up department course descriptions.
46. All teachers have information on student registration process and courses available.
47. Department set yearly recruitment goals, i.e., "increase balance of male/female enrollment", "increase enrollment of college bound students".
48. Job shadowing in non-traditional areas.
49. Pre-registration information for summer school.
50. Non-traditional role models throughout school years.
51. Departmental Career Day.
52. Provide information about non-traditional programs and availability of training.
53. Faculty sex equity inservice.

STRATEGIES

FOR STUDENT RECOGNITION

STUDENT OF THE MONTH ACHIEVEMENT AWARD PROGRAM

STRATEGY:	Student of the Month
PURPOSE:	Student recognition
DESCRIPTION:	Using criteria based on working world standards, a student is recognized each month for exemplary achievement.
TARGET AUDIENCE:	Other students, school staff
KEY PEOPLE:	Administration, department heads, students
FIELD TESTED:	Sunnyside High School

PROCEDURE:

1) Each department nominates one student per month. Student names and pictures plus a short biographical sketch are displayed on the bulletin board near the main office.

2) The criteria for the award is that the student demonstrates competence and behavior that is exemplary for the work world environment. Example: Craftsmanship.

3) Design a form for nomination of student by department. Each month the department meets, and reaches a consensus on the student to be nominated. The instructor writes a short paragraph on the form, telling why the student is nominated.

4) If you wish, you may set the criteria to include that this should be a student who would not normally be recognized through sports or academics, but is a good student nonetheless, for other reasons.

5) Enlist the help of the AV department for pictures of the students.

6) If you like, enlist the help of journalism students in writing the biographical sketches.

7) Establish a timeline for procedure. (i.e. student nominated first week of the month, and display goes on the board middle of the month)

STUDENT OF THE MONTH ACHIEVEMENT AWARD PROGRAM

Please provide the following information and place in Mr. Pirtle's box no later than the date indicated.

_____

STUDENT NAME _____

RECOGNIZED BY _____ DEPARTMENT

for (be specific but limit description of achievement to 50 words or less please)

_____

_____

_____

_____

_____

_____

An announcement will be made some time during the third week of each month requesting that the students report to the AV area of the LRC for photos.

The award display will be constructed during the fourth week and presented to the student body and faculty for viewing by the first of each month in the foyer of the administration wing.

MONTH OF RECOGNITION _____

STRATEGY: City-wide Honors Banquet for Auto Mechanics Students

PURPOSE: Student recognition

DESCRIPTION: A city-wide banquet is held at a local restaurant to honor students who have performed well in a given vocational area. The students, along with their parents and instructor, attend the banquet. Short speeches, noting each student's individual skills and accomplishments, may be given. Certificates or plaques may also be awarded.

TARGET AUDIENCE: One outstanding student per high school

KEY PEOPLE: Community or business organizations to sponsor and pay for the event (e.g. Auto Wholesalers of Arizona)

FIELD TESTED: Pima County Schools, Tucson, Arizona

VARIATIONS:

1) School sponsorship: A school could print its own certificates of achievement and award an outstanding individual at the year-end honors assembly.

2) National sponsorship: Sometimes organizations such as the Pacific Automotive Show will honor students with a certificate and cash awards through recommendations by an instructor.

STRATEGY: Inter-class Competition

PURPOSE: To reward quality work

DESCRIPTION: Every few weeks hold a timed contest to test students on a skill. Post the times.

TARGET AUDIENCE: Vocational students

KEY PEOPLE: Teacher

FIELD TESTED: Pueblo High School, Mike Padilla

PROCEDURE:

1) Make a list of tasks or skills which students need to perform in your vocational class. (Example: change a tire, cold-time an engine, etc.)

2) Every few weeks hold a time-test or contest to see how well students perform their tasks.

3) Taking two students at once, time them on the routine. Continue with two more students, and so on, until all who wish to compete have the chance to do so.

4) Work with students on perfecting the skills and improving their times. Explain that these skills will help them get jobs.

5) Post the times on a chart. Have students try to to improve their times.

STRATEGY:	VICA Club Skill Olympics (Vocational Industrial Club of America)
PURPOSE:	To offer students a competitive experience with an opportunity of personal recognition.
DESCRIPTION:	Students involved in VICA clubs attend an annual conference, displaying projects they have completed for competition.
TARGET AUDIENCE:	Students in VICA Club
KEY PEOPLE:	Teachers, club members, sponsors
FIELD TESTED:	Tucson High School, John Dawson, Bob Hedgcock, Jerry Halfmann, Bill Monroe, Gary Zent

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PROCEDURE:

1) Recruit students into VICA Clubs by vocational areas (eg. woods, welding, electronics, etc.).

2) Hold regular meetings according to state VICA guidelines.

3) Inform students that they must earn the majority of the money to attend the state conference. However, they may get assistance donations from parents or other sources for hotel and transportation costs.

4) If possible, arrange for school district to provide buses for transportation.

5) Arrange for students to pay their registration fees.

6) At the conference, students will be responsible for:
   - taking an exam
   - presenting their project for display
   - demonstrating their project

7) Prizes are awarded for the best projects in each category.

STRATEGY: Promoting the Successes

PURPOSE: Selling the program; communicating the program to others.

DESCRIPTION: Teachers of the vocational areas share their successes with other teachers, and with the school at large, by holding a special event, or inviting others into the area.

TARGET AUDIENCE: Students and teachers within the building.

KEY PEOPLE: Administration, department heads, individual teachers

FIELD TESTED: Sunnyside High School

EXAMPLES:

1) Hold a fashion show, modeling the clothes made in sewing class:
This could be before or after school, during lunch, during class time, inviting another class to be the audience, etc.

2) Hold a luncheon, to promote cooking class:
Sell tickets to faculty -- reservations in advance, etc.
Have a theme, such as a Hawaiian brunch.
Put your class with others, combine lunch/fashion show.

3) Have a hall display of items made in wood shop, etc.

4) Take orders for items made in shop areas, and mass produce them. Perhaps small things such as bookends, or wrought iron trivets, etc.

STRATEGY: Counselor and Administrator Appreciation Day

PURPOSE: To promote public relations

DESCRIPTION: School counselors and administrators are invited to visit a vocational class of their choice for one class period. At the end of the hour they are presented with an engraved plaque of appreciation made by the industrial arts students.

TARGET AUDIENCE: Counselors and administrators.

KEY PEOPLE: Industrial arts teacher and students.

FIELD TESTED: Pueblo High School

PROCEDURE:

1) Set up meeting of industrial arts faculty to plan strategy.

2) Decide on the type of award to be presented (e.g. plaque or certificate).

3) Have printing class make invitations.

4) Plan the "hands on" activities to be demonstrated for the counselors and administrators.

5) Plan additional activities for the guests to try if they are interested.

6) Limit the number of guest participants depending on room accomodations.

7) A few days prior to the event, post a sign-up sheet in the main office. Ask quest participants to sign up for observation of three different classes.

8) Hold the event and present the plaque to guest counselors and administrators.

STRATEGY: Combined Fine Arts/Industrial Arts Display and Patio Concert

PURPOSE: To provide student and program recognition.

DESCRIPTION: Student work is displayed in school hallways for a period of time. As a culminating event, an evening patio concert is held which is open to the public. The chorus and band perform to people sitting on blankets and art students demonstrate their various talents.

TARGET AUDIENCE: Students, teachers, parents, general public.

KEY PEOPLE: Vocational and fine arts teachers, a coordinator.

FIELD TESTED: Catalina High School

PROCEDURE:

1) Set a date and location for the display.

2) Schedule a date and time for the evening concert to culminate the display.

3) Select the items to be displayed.

4) Assign students to label cards for each display, listing the course in which it was made and the person who produced it.

5) Set agenda for the evening patio concert. Determine who will perform and who will do the publicity.

6) Publicize the evening patio concert to students, parents and the community.

7) Arrange for equipment necessary to set up for the event.

8) Hold the event.

9) Return display items to students.

STRATEGY: District-wide Vocational Display at Shopping Mall

PURPOSE: To provide publicity and recognition for the district.

DESCRIPTION: The central mall area at a shopping center features vocational display items for a period of one week. These items represent work from vocational programs at ten district high schools.

TARGET AUDIENCE: The general public.

KEY PEOPLE: Mall managers, district students and teachers, coordinators.

FIELD TESTED: Tucson Unified School District

PROCEDURE:

1) Secure administrative approval.

2) Assign a district coordinator to handle correspondence and solicit displays from the schools.

3) Set deadline dates for accepting entries.

4) Give teachers sufficient advance notice so that students have ample time to finish projects and plan displays.

5) Determine a method of transporting display items via student, teacher or district assistance.

6) Set up a schedule for manning the display at peak hours, so school or district representatives will be available to answer questions from the public.

ADDITIONAL STRATEGIES FOR STUDENT RECOGNITION

1) Choose a student of the month from each of the elective areas each month. Feature the student in a bulletin board or in the daily announcements.

ADDITIONAL STRATEGY FOR PLACEMENT

1) At the end of the school year, use community resources intensively to show students job choices and opportunities. Ask them to bring job descriptions. Ask about hiring quotas, and potential openings.

2) Talk with students about their goals. Help them look for jobs. In photo, insist that every student keep a portfolio and continually improve it.